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ABSTRACT

The guide was designed to assist those involved in developing a career awareness program for the elementary grades (kindergarten through six). It presents basic elements of program planning and suggested approaches or activities. Selection of activities is discussed in a section of the guide which describes general types of activities for lower, middle, and upper elementary grades grouped into three classifications: self-perception, integration of occupational information into the curriculum, and integration of occupational information into cocurricular activities. Three major program goals are identified: exploration and assessment of personal attitudes and interests, examination of work roles and occupational possibilities, and development of understandings of basic skills related to effective employment. These goals are listed with concepts which are followed by objectives for each grade level. Based on these goals and concepts, suggested learning activities are presented by grade level according to a format which includes: the goal, general concept, objectives, suggested subject area, the activity, learner expectations, and notes to the teacher. Appended is a five-page resource list of books and audiovisual aids which includes grade level, program goal, and curriculum area designations for each item. (Author/MS)

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A guideline for

**C**areer  
**A**wareness  
**P**rograms for the  
**E**lementary  
**S**chools

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Part 3  
What about VOCATIONAL education?  
Revised 1973

# **Self-support with self-respect**

lines represents testimony that career education, and more specifically career awareness, has significant priority in this state's system of education. While elementary instruction has traditionally dealt with some aspects of career education, new and more important goals and objectives have been developed to meet contemporary needs. In short, a stronger emphasis is needed, providing a new opportunity to initiate educationally significant curriculum.

*Arthur Binnie*

**Director, Coordinating**

**Council for**

**Occupational Education**

For most of our young people their entrance into the world of work is a point in life that will soon be reached. The decisions that are made to prepare for this new life dimension should not be left to chance. A major direction of the schooling process should be directed toward helping all students to be ready to meet the challenges that are necessary to achieve self-support with self-respect.

This office is happy to participate in a partnership arrangement with the Coordinating Council for Occupational Education in the development of this curriculum guideline that is designed to implement state goals for career education. These guidelines are the result of a rather extensive participation of professional educators from many schools and institutions. They have utilized the experiences of teachers and school districts. Their first publication was pilot tested in the spring of 1972 in 31 elementary schools. A revision committee has incorporated the results in this revised edition. We are extremely grateful to all teachers and administrators for their contribution to this fine endeavor.

2 The investment in creating these guide-



**3**

All of education is addressing itself to career education—a philosophic concept that education is incomplete and man is not whole unless an integral part of his education is the inclusion of career information and information about the world of work. This document "CAPES" provides a guideline for career awareness programs in the elementary school. The total thrust is a philosophy, not a certain curriculum or a course. The document offers concepts and activities to be adapted as most appropriate by teachers in classes. If career education is to be successful, it will provide the axis that brings relevancy to all of education, and therefore will exist in all courses and all curriculums.

We are grateful for the partnership with the Superintendent of Public Instruction and the State Board of Education in the promotion of career education. I envision all segments of education continuing to work as a team to help each student develop an awareness of himself, the world of work and a belief in the dignity of man and his work.

**Dr. Frank B. Brouillet**  
**State Superintendent**  
**of Public Instruction**

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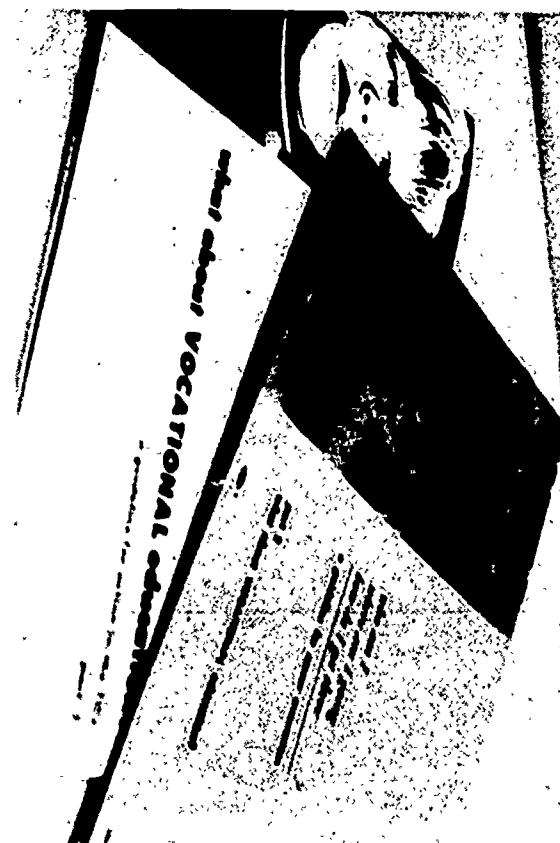
## Purpose

This is a resource book, primarily to provide suggestions for classroom teachers who look ahead somewhat fearfully in developing career awareness programs. Allowance is made for the individualism of the teacher. Teachers, however, must be aware of the fact that if career awareness is to be meaningful, the program must be flexible to provide for differences in students and differences in communities.

The information supplied in this guide is offered as an inspiration to develop the type of program that best suits the objectives of children. However, it must be pointed out that a guide is necessarily limited as a means of improving instruction. It needs to be supplemented by every resource the teacher individually or collectively can supply. Additional reading, field trips, and resource people working with functional programs in career awareness should prove helpful.

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### Parts 1 and 2 What about VOCATIONAL education?



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## An introduction to career education

### What's the problem?

One of the major goals of education is to provide each individual the opportunity to acquire the skills and attitudes necessary for earning a livelihood. The public school should provide a series of experiences which equip the individual to prepare for choosing his or her next career step.

Unfortunately, our schools have not been entirely successful in accomplishing this for significant numbers of our young people. Preparing for a career occurs on a piecemeal and fragmented basis. Career education has been developed to provide educational experiences to meet this need.



The major question that must be resolved is:

"Shall we persevere in the traditional practices that are obviously not properly equipping fully half or more of our young people or shall we immediately undertake the reformation of our entire education system in order to position it properly for maximum contribution to our individual and national life?"

To make education more relevant, the entire school program must be restructured focusing on the theme of career development. The urgency in bringing about this change is reflected in a recent decision by the U. S. Office of Education to make CAREER EDUCATION a major program priority. Career education, according to Dr. Sidney P. Marland, former U.S. Commissioner of Education, "will be one of a very few major emphases of the U.S. Office priority areas in which we intend to place maximum weight of our concentrated resources to effect a thorough and permanent improvement."

#### CAREER EDUCATION:

- is a part of all subject areas and becomes an integral part of each individual's life experience from early childhood through adult life
- enables the individual to relate both in-school and out-of-school experiences to personal goals
- requires a cooperative effort involving parents, educators, the community and the individual
- will expand the individual's knowledge of readily visible careers and offer exploration of less apparent careers

#### BE PREPARED FOR HIS/HER NEXT CAREER STEP

If an individual is to achieve this goal he must be able to receive the benefits resulting from:

- career education as an integral part of all instructional programs
- appropriate career counseling and guidance activities that enable the individual to develop a sequential or directional career development procedure
- flexible curricula designed through assessment of community socio-economic trends and parent-educator-individual attitudes
- the availability of a career education information center

#### What is career awareness?

Career awareness describes that part of the career education program designed for the elementary grades, K-6. Specifically, the objectives of the K-6 career awareness program are to:

- develop in each student positive attitudes about the personal and social significance of work
- develop each pupil's self-awareness
- develop and expand the pupils knowledge about a wide variety of occupations
- assist students in developing their career aspirations
- improve overall student performance in the basic subjects by relating them around a career development theme

Figure 1 illustrates graphically the career education programs (page 12).

## A message to the principal



The success of any program in the elementary school depends to a large measure on you, the principal. The teacher needs your assistance and cooperation to carry on a successful program in Career Awareness — a program which can be of immense value to the children, staff and school as well as your community.

It is hoped that this GUIDE will prove helpful to you in one way or another to become aware of the responsibilities your classroom teachers face in effectively promoting career awareness in the elementary school. Furthermore, it is hoped that your role in providing the atmosphere and encouragement as well as the physical environment needed for these programs will become evident.

You are encouraged to become cognizant of the following contributing factors of a good program in career awareness:

- Recognition and understanding of the value of career awareness and its lasting contribution to the lives of children.
  - Provision of adequate facilities for carrying on an effective career awareness program.
  - Provision of adequate equipment and supplies.
  - Allocation of adequate time in the existing elementary curriculum for career awareness programs.
  - Leadership in encouraging a career awareness program in your school.
  - Recognition of the need for the inservice preparation of teachers of career awareness programs.
  - Arrangement for release time for teachers to attend state and regional conferences related to career awareness programs.
- As principal and curriculum director of your school, you have the difficult task of seeing that a truly balanced program is provided for all children. Career awareness, an integral part of the total career education program, should not be neglected. As you evaluate your school program, the criteria listed above should help you check the adequacy of the provision for a successful career awareness program in your school.
- The future of each child is dependent largely on the commitment you will make to the program.

# A message to the teacher

## Implementing goals

It is the classroom teachers who carry the responsibility for the actual implementation of the goals for the common schools. In order to move from the goals to actual implementation, a sequence of curriculum development events should logically transpire, providing essential intermediate steps. These guidelines provide the frame of reference many professionals feel is necessary for curriculum implementation in a school as well as on a statewide basis.

Preparing an individual for his or her next career step involves a sequence of experiences which can be provided within the regular curriculum. Career awareness is that portion of the curriculum designed especially for elementary students. Career awareness has been refined into a group of interdisciplinary objectives, each of which makes a small contribution to the major goal.

As teachers examine these guidelines, they will discover that career awareness is an objective-based curricular plan. Although these objectives are teacher designed and have already been put into practice in some school districts, all schools and teachers have options of how they can organize their curriculum. These guidelines are intended to serve as an aid to the decision-making process for putting career awareness into practice.

## Teaching strategies

New ideas in education have sometimes been difficult to implement. The problem is usually resolved with time and resources, both of which are necessary for providing inservice education and the appropriate instructional tools. Appropriate guidelines can



do a great deal to speed up the process. These guidelines are more oriented to suggesting teaching strategies than is usually the case. This is not intended to imply any lack of professional skill on the part of teachers. It is simply a recognition that for most teachers, career education is a dimension of a child's education for which teachers are not professionally prepared. Guideline suggestions can be of help to teachers in feeling comfortable in initiating career

awareness instruction. As teacher familiarity builds, it is anticipated that new or additional objectives will be added and better learning activities developed. The choice of simulating, modifying, substituting or replacing the activities stated in the guidelines are options of all teachers. There has been no attempt to make suggested activities complete nor to encourage teacher dependence upon those that are included. Since it is the teacher who is most accountable for learning, the selection of instructional methods is entirely the teacher's prerogative.

## Successful teaching

The role of the teacher can be summarized by the following performance analysis:

1. All teaching should be based upon an identifiable objective. The clearer the understanding of the teacher of what is to be accomplished, the more direct and effective instruction will be. It eliminates wasting time on irrelevant matters. Children are more secure and are more free to participate in decision making. Accurate assessment of student progress is possible. The objective provides the teacher with the proper base from which to select and design the most appropriate learning activities for the students.
2. The objectives that are taught should be appropriate for all children in the class. A pilot project tested the appropriateness of these objectives in 31 elementary schools. Some adjustments have been made in these revised

guidelines. There is no reason to assume, however, that classroom teachers will not have to continue to make adjustments. Teachers are encouraged to continue using methods already developed in dealing with such conditions found in all other curricular areas, such as modifying the objective if appropriate or allowing for individual problems in learning activities selected.

### 3. The essence of teaching is in the results. Did the learner reach or accomplish the objective? What evidence has been secured to show that he did?

For those who did not, what new experiences must be provided and what new assessments developed? It is in the area of assessment, both pre- and post-instruction, that assistance is offered in these guidelines. Under learner expectations. It is recommended that student assessment be made a part of the school's inservice program in career education for those teachers who need to improve their skills in this area.

It is the large number of alternative learning activities that are possible to use in reaching career awareness objectives that has made this program extremely popular in the schools where it has been introduced.

5. The final element in successful teaching is the elimination of the things that a teacher does that interfere with learning. Obviously, the lack of attention to any of the above four steps will contribute to diminished success. These steps could be regarded as dimensions of science in teaching. They can be measured and therefore their value can be determined. This fifth step implies the idea that there is an art to teaching, too. Artistic teaching performance relates to sensitivities to other people, perceptions of the learning environment. Certainly, with children especially, the pacing of learning experiences is based upon sensitive observation.

To a large degree, the teacher's ability to communicate is part of the artistic teacher performance.

# Planning the program

## Whose responsibility?

Career awareness programs in the elementary school require a united effort on the part of the teachers and the administration. The individual teacher may develop a program for her own class, but the real impact will come about when the teachers, collectively, along with the counselor and principal, work together in the development of a total program.

One of the major problems to be resolved by the "team" is to avoid unnecessary redundancy. Usually this is evidenced by a lack of coordination between grades. For example, the first grade teacher may have her class visit the grocery store; the following year the second grade class visits the same store; and possibly the third grade teacher, unaware of the previous visitations, will carry out still another visit. This lack of coordinated effort can lead to several serious problems. Identifying the occupations to be studied at each grade level, therefore, becomes quite important in the overall planning.



In summary, anyone can initiate a program in career awareness. But the truly successful program should involve all the teachers, the principal, the counselor and other education specialists. One individual should be given the responsibility to coordinate the planning activities. This is usually the principal, although the counselor may assume

the responsibility. In some instances the planning "leader" has been selected democratically from the teaching ranks.

Once the leader has been identified, a schedule should be established for planning the program. The suggestions contained in this guide should prove helpful.

# The guide

## goals concepts

## objectives suggested activities

## learner expectations

This GUIDE is designed to assist the elementary school teacher, coordinator, counselor, principal and others who will be working independently, or as a team, developing the career awareness program for their particular school. The GUIDE is limited to the elementary school, grades kindergarten through six. It is not to be construed as being the ultimate or final work in career awareness programs. Its primary purpose is to present some basic elements of career awareness program development and to offer a few suggested approaches or activities that have been used effectively by other elementary teachers. It is hoped that these suggested approaches will stimulate your thinking and result in a better and more comprehensive type program for your particular school.

A cookbook-style guide provides no guarantee that it will be used in the way it was intended. The objective of career awareness programs can only be achieved when there is total commitment to the program by the teacher and the administration and when all get involved in the development of a program for their own school. The GUIDE, therefore, is to be used as a starting point for the development of "total" programs of career education.

## How to use this guide

Guides may be organized in a number of ways. This guide was developed around a framework having five major elements:

In planning and developing your own program, study carefully the three major goals that have been identified. Under each goal you will find listed several concepts. These are not all inclusive but should serve as a starting point for your deliberations.

You will also note that objectives corresponding to the goals and specific concepts have been established by grade level. This should prove helpful to you as you work toward the development of a total K through 6 program.

The suggested activities that follow are activities that have been successfully used by teachers in the field. For the busy teacher, it will not be difficult to select the appropriate activity or activities to meet the stated objectives. The energetic teacher or the team that desires greater sophistication will need to modify the activities or add new approaches that better meet the stated objectives. Included with the suggested approaches and activities are the required materials, references and notes to teachers. Although brief, these statements will be of considerable value to teachers in preparing their term or lesson plan.

Finally, under the heading learner expectations are included performance statements, that is, what is expected of the students after they have completed a particular activity.



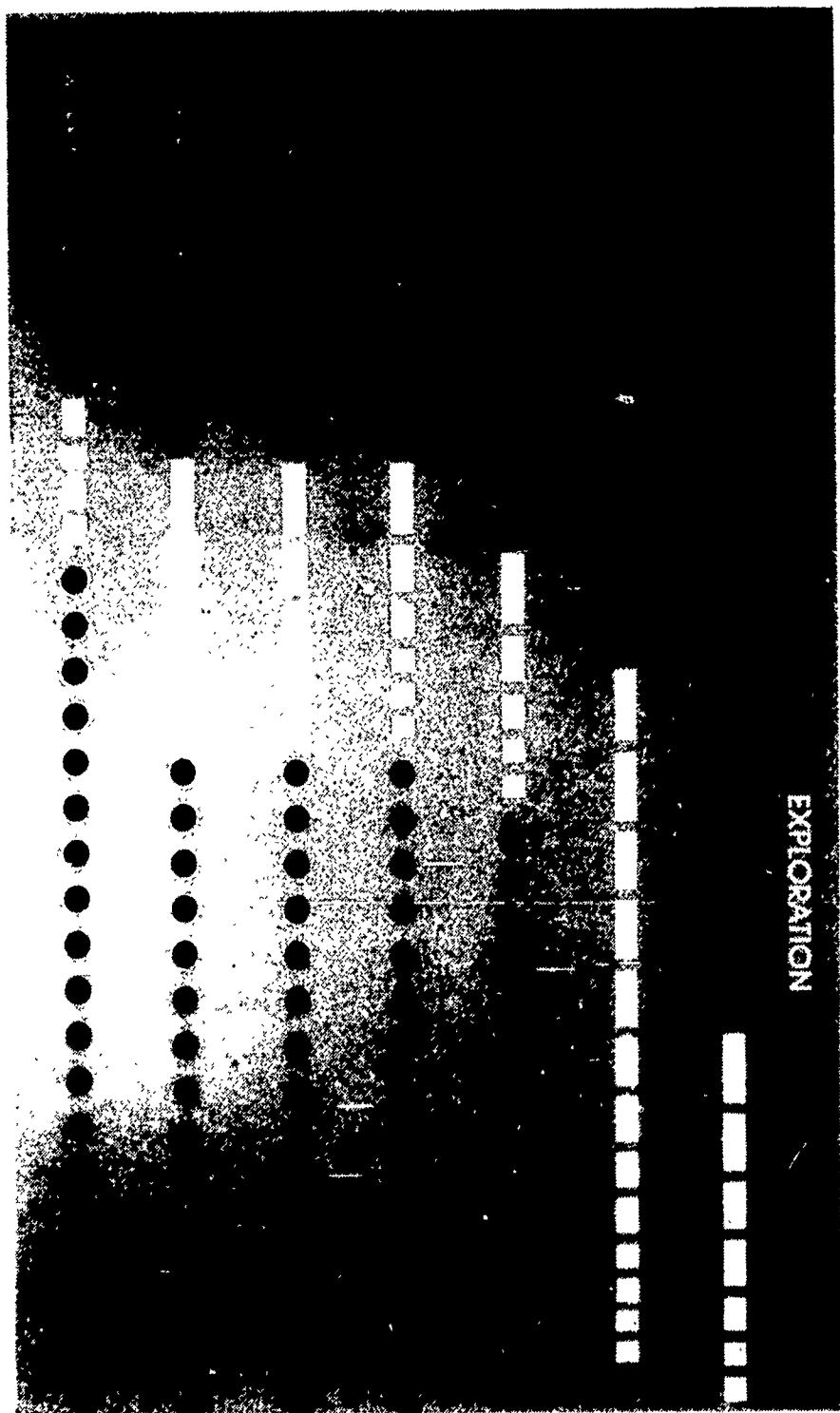
These are competency-based objectives and should assist the teacher in evaluating the performance of each student.

## Resource materials

The last pages of the GUIDE include a listing of films, filmstrips, books and other materials that the teacher will find useful. The listing of resources is not complete, but should serve as a starter in the development of a more comprehensive list.

**Figure 1**  
**Career Education Programs**

Readers should remember that this book deals chiefly with career awareness. To a limited degree, it deals with career exploration. It does not touch at all on career preparation.



understanding his importance in the adult world. Before a child can visualize himself as an adult, he must acquire an acceptable self-image and see himself as a person. The following paragraphs suggest activities teachers have used to help create this awareness.

### ***Self-portraits***

A teacher is able to get some information about how a child perceives himself when she asks each member of the class to draw a picture of himself and then tell about the picture. A related assignment is to draw a picture of the family and to tell about the family.

### ***Child's name***

A child's name is important to him. The teacher should use his name when responding to the child.

### ***Facial expressions***

The way a teacher looks at a child conveys the message that she is aware of him, that she approves or disapproves of him or his behavior, and that she knows he is in the group and knows what he is doing. She should look at a child when conversing with him or helping him with the understanding of a lesson.

### ***Display child's work***

The teacher can assist the child in acquiring a sense of adequacy by displaying his work where it can be seen. Each child is entitled to equal consideration from the teacher.

### ***Self-perception***

As a child enlarges his perceptual world, he must learn to accept all of himself. The development of his self-concept is basic to

## **Selecting activities**

### **Lower elementary grades**

All activities have been grouped into three general classifications:

1. self-perception
2. integration of occupational information into the curriculum
3. integration of occupational information into co-curricular activities

Under each of these classifications are a number of suggested activities.

In carrying out activities, teachers should be quite conscious of the danger of perpetuating harmful stereotypes. Regardless of sex, race or ethnic background, children should be provided a variety of experiences and opportunities to develop a healthy attitude toward the total spectrum of occupations.



## **Mirrors**

Mirrors in the classroom help a child visualize himself. A full-length mirror may offer the first opportunity some children have had to see themselves fully. Whenever possible, the teacher may have a hand mirror or a second mirror of some type so that a child can see both back and side reflections of himself.

## **Photographs**

Since many children have never seen a rear view or a side view of themselves, the teacher may decide to photograph a child from these angles as well as from the front. Helping a child learn to recognize himself from other views increases his awareness of himself as a person.

## **Classroom environment**

The classroom environment should provide security for the child while allowing him an opportunity for self-expression.

## **Integration of occupational information into the curriculum**

### **Art**

The art period provides the teacher with an excellent opportunity to guide younger children into a learning experience involving occupational information. The primary age child may draw a picture representing a specific topic assigned by the teacher. Such topics might be similar to the following:

"People Who Work in Our Schools"  
"People Who Work in Our Community"  
"People Who Work in . . . . .",  
"What I Would Like to Be When I Grow Up"

Occupations presented in the art lesson can stimulate the children to collect information about the world of work. As children become involved in gathering information, other related areas of employment may be brought to their attention.

Primary age children can be requested to look for people who work in "our school." As they become aware of the teachers, the librarian, the custodian, the cafeteria workers and others, the teacher may assign an art lesson in which they will draw these people at work.

### **Reading**

Vocational information is readily included in the reading program of the primary grades. The basic reader presents topics that may suggest areas for discussions about workers and what their jobs involve. As adult work roles are included in the stories, the children should be encouraged to see these people as workers in a community. To develop a realistic picture of the occupations, the students can compare these roles to those of workers in the local community.

### **Social studies**

The social studies curriculum in the primary grades encourages a child to become aware of the different jobs available in the community. Since a study of Community Helpers has long been the main area of

emphasis in social studies, it is very easy to shift the attention to Community Workers and help children become aware that the helpers are workers who are making a living to support themselves and their families.

The teacher should request that the pupils observe the fireman, policeman, the clerk in the department store, the plumber and other workers and report to the class the different things they saw the workers doing as part of their jobs.

### **Math**

As the younger child becomes aware of numbers and counting, he can also become aware of the people who use numbers in their jobs. For example, a child accompanying a parent to the supermarket should notice the man who uses numbers to weigh vegetables, or the meat cutter who weighs and prices the meat, as well as the person operating the cash register at the checkout stand. Similarly, a study of time could start with discussions on the clockmaker and include such areas as airlines, trains, and other occupations where scheduling is an important phase of the business.

### **Science**

Each unit of study suggests a related group of "job families." The study of plants, for instance, could begin with the gardener or farmer and include the forest ranger, the mill operator, the carpenter and the person who has studied horticulture or forestry at the college level.

## **Integration of occupational information into cocurricular activities**

### *Interviews*

Class members may select an adult they know to interview about his job. A class project such as this requires that the teacher use class time discussing the proper way to interview an adult. The teacher, during a class discussion, can help the children phrase questions to be used during the interview.

Such questions might be the following:

1. What is the name of your job?
2. Where do you do your work?
3. What hours do you work?
4. How does your work help our community? Our families?
5. What do you like or dislike about your work?

After children have interviewed an adult, they must be given the opportunity to discuss the results.

### *Class visitors*

Various community workers can be invited to visit the class. During such a visit, the children should be given information on the duties of the job, the working hours, similar or related occupations and any other information that is requested by the students. It is probably better not to discuss the qualifications or training necessary unless it is requested. The purpose at this level is to create an awareness of the ways in which people make a living. Discussions can reinforce the concept that the visitor is an adult who works for a living as well as a person

who contributes to the community by doing his job well.

### *Observation*

Class discussions or other vocational development experiences could lead into an assignment where children are instructed to "look for people working as you are coming to school." An observant child will notice jobs such as truck drivers, service station attendants, breadmen, shoe repairmen, taxi drivers, and many others. The emphasis should again be on creating an awareness of adults at work, performing a needed service for the community as well as earning a living for their families.

### *Role playing*

The younger the child, the greater the interest in actual job performance. Role playing gives the child an opportunity to see how it feels to be a ball player, a policeman, or a brick layer. As children become more aware of the different types of jobs available, they may enjoy letting two workers meet: The policeman needs to have his shoes repaired; thus he visits the shoe repairman. Several children may act out their version of this encounter.

As a greater awareness of a wide variety of occupations develops, the class may try making up a play which involves several different occupations. Teacher or students may select a title such as "The Journey of a Dollar." The dollar could go for a make-believe journey which might include a visit to the grocer. The grocer uses it at the doctor's office. The doctor needs a haircut.

The barber uses the same dollar at the clothing store. The clothing store owner must pay his employees. Role playing of this type stresses the interdependence of occupations.

### *Storytime*

A great number of books are available which tell the primary children about different occupations. Books of this nature may be read aloud at storytime and retold by the children. Parts of the books can be acted out if they are of particular interest to the pupils.

### *Plays*

Commercial plays are available that include many of the familiar workers. A class may choose to make up its own play and perform it for others.

### *Field trips*

Many places (factories, industries, businesses, construction projects, etc.) are located in or accessible to most communities which can be visited by class. Before going, the children should have an understanding of what to look for during the trip. After taking a trip, other activities previously suggested can provide reinforcement of the learning that has taken place during the trip.

### *Scrapbooks*

Making scrapbooks can be used as an individual or as a class project. Scrapbooks can be as varied as the imagination of the children involved.

Scrapbooks can be made of the children's drawings showing people at work or maga-

zine pictures collected about one or many occupations. Poems or stories in books and periodicals may also be included in the scrapbook. This type of project may span the entire school year or be limited to a specific time that is suitable for the teacher.

### ***Experience charts***

Charts may be the results of class discussions, interviews, stories, pictures, and other projects. These charts can aid initial learning experiences and reinforce previous concepts. A class book can be made from a collection of charts prepared by the class concerning various occupations studied in class.

### ***Individual booklets***

Children in the lower grades are capable of making individual booklets of stories they have written about various occupations. Such stories may be a few lines long and illustrated as the student desires. A sample page could be as follows:

***Title***  
***(The Fireman)***  
***Illustration***  
***(Short Story)***

### ***Posters***

Commercial posters showing different people at work are available. A brief description of the job is on the back of each poster for teacher use. Posters of this type may be used as information for creating class experience charts, stories, and copy work for teaching manuscript writing. Similar posters can be made by the teacher or by the class for use in the same ways.

### ***Visual aids***

Many films and filmstrips about different vocational opportunities are available for use with primary age children.

### ***Manufacturers' advertisements***

Different manufacturers and industries

bound for class use. Such collections of booklets provide not only occupational information, but also sources of material for independent reading.

### ***Puzzles***

Pictures of people working can be glued on posterboard, labeled, and cut into simple puzzles. Pictures or drawings of tools identified with specific occupations can be used in the same way. Names of the tools printed below the picture can be used to increase the students' vocabularies of work terms. For example, the teacher draws the carpenter's tools (hammer, saw, nails, etc.) on a sheet of paper and labels each tool so that the children are able to associate the words and pictures.

### ***Seasons and holidays***

Each season can be related to what jobs individuals perform; cotton, wool, and warm clothing are seasonal topics that involve the work of the farmer, sheepshearer and cotton mills. For example, Christmas can be related to the toymaking industry; Thanksgiving to turkey farming.

### ***Games***

Teacher-made matching games teach a child to read the names of familiar workers. A picture of each worker is glued to a card. The name of the worker is printed on a different card. Children are then instructed to match the name with the correct worker. Groups of workers can be used to make a set (six to eight different pictures and matching names). The same type of activity may be used with names and pictures of tools.

A similar project would involve small groups rather than individuals. Each child should be permitted to work with a group that is interesting to him. Titles such as "Community Workers" or "Workers at the Assembly Plant" may be selected by each group. After completion, the booklets can be

# Selecting activities

## Middle elementary grades

All activities have been grouped into three general classifications:

1. self-perception
2. integration of occupational information into the curriculum
3. integration of occupational information into co-curricular activities

Under each of these classifications are a number of suggested activities.

In carrying out activities, teachers should be quite conscious of the danger of perpetuating harmful stereotypes. Regardless of sex, race or ethnic background, children should be provided a variety of experiences and opportunities to develop a healthy attitude toward the total spectrum of occupations.

### Self perception

Children in the middle elementary grades are gaining a greater awareness of themselves as individuals. During the lower grades, the teacher can help children develop positive attitudes about themselves as people.

Photographs, self-portraits, poems, and stories about themselves contribute to their self-concept. The teacher's attitude toward a child is reflected in the attitudes other children form toward that child. All students should be recognized as important members of a class. If a child has a particular talent, such as drawing, writing poems, or working with his hands, he should be recognized for this talent. The class can be taught to appreciate an individual's ability when the individual is allowed to use his own special skill.

### Integration of occupational information into the curriculum

Students at this level are ready for broadening previously developed information about available jobs. Many teachers are unaware of the variety of jobs available to the skilled or semi-skilled laborer. Teachers might like to survey the local community to become aware of the types of work available for boys and girls when they enter the work force.



### Reading

The basic reader tends to rely heavily on managerial and professional men for picturing adults at work. The emphasis might be on the jobs related to the areas of employment mentioned in the basic reader. For instance, who works in the doctor's office besides the doctor? Reports, role playing, and interviews are useful in supplying this additional information.

## **Mathematics**

Occupations which are related to mathematics may be presented. At this level, emphasis should continue to be on the creation of an awareness of the many jobs in this area, as well as technical information about job qualifications and training. Units on weights, measures, area, and decimals readily suggest areas of employment the teacher can lead her students to discover. Every effort should be made to relate mathematics to work people do.

## **English**

Units on letter writing, reference work, and poetry suggest jobs related to these topics such as the secretary, the poet, the author, and others. Children should be provided with opportunities to describe in written form jobs they perform or others perform. Learning how to write instructions and following instructions is another type of activity that should prove of interest.

## **Creative writing**

Creative writing is an excellent way to help children realize the interdependence of all occupations. The use of such topics as "What if everyone in town is a grocer?" can aid in developing the understanding that each working adult contributes to the needs of the entire community. If more specific understanding is desired, a topic such as "A day in the life of a fireman" can focus attention on the tasks of a particular occupation. Creative writing provides the teacher with a check on attitudes and understandings that are being developed by students.

## **Integration of occupational information into cocurricular activities**

### **Reports**

The reports prepared by students in a classroom can result from interviews, trips, class projects, or any significant learning experience. Oral reports offer an opportunity for the class to become familiar with a wide range of occupations. When students are able to report on their respective interests, motivation will be great.

### **Reference work**

After pupils have been encouraged to select an occupation of interest, the encyclopedias and other reference materials in the library are good sources of general or specific information. Students should be free to look for the type of information they are most interested in at the time.

### **Interviews**

Before students interview adults about their jobs, the information being sought must be established. The class can formulate questions to be used as a guide during the interview. Questions should pertain to job performance, working hours, advantages and disadvantages of the job and working conditions, so that the child can gain a realistic concept of the working world. Students may interview parents, friends, local businessmen, or anyone available having the information they are seeking.

## **Plays**

Writing and producing plays concerning occupations is an enrichment activity that gives the teacher an opportunity to observe the kinds of attitudes that students have developed. Plays are enjoyable activities that allow pupils to share their main interests and ideas with others in the class.

### **Displays**

Displays of tools and products related to a specific occupation or several occupations are another way to motivate interest in the world of work.

Parents are a good source to consult for such displays. Carpenters, plumbers, and painters might be invited to bring tools to the classroom and describe how the tools are used in their work. If tools are left on display for a day or two, they should be labeled and a description of their use included in the display. Local industries or factories may be willing to supply samples of their products at various stages of production. Whenever applicable, students can use tools to make class projects or displays. Child-made models of industries or factories also make meaningful displays.

### **Scrapbooks**

Whether they are individual or class projects, scrapbooks provide a method of collecting information that has been gathered by the group. Separate scrapbooks may be made for different job families studied, or one scrapbook may contain the year's study of vocations. Scrapbooks should reflect the

tivity. Through this activity it will be possible to integrate practically all of the curricular areas. This activity, if properly organized, stimulates considerable interest among the children. Discussion of related jobs includes the several levels of employment.

### *Utilizing existing school resources*



way individual needs of the students have been met.

#### *Puppets*

Class-made puppets and puppet shows related to vocational development give the children an opportunity to tell other class members what they have learned about employment. Such shows also open the door to a study of occupations in the entertainment field.

#### *Field trips*

Field trips should be designed to introduce students to jobs of which they have previously been unaware. Factories and industries have many jobs available that teachers and students might learn about as they observe adults performing these tasks.

"Hands-on" activities for children play an important part in career awareness. A wide variety of these activities may be arranged with junior and senior high school instructors of industrial arts, home economics, business education, agriculture and distributive education. Arrangements may be made to utilize senior students as "instructors." Activities may take place in the junior or senior high school facilities or in the regular elementary school classroom.

An important hands-on type activity should include line production techniques. Involvement in such things as design, production, marketing and distribution contribute to career awareness.

#### *Home responsibilities and activities*

Class discussions of the children's responsibilities at home help develop awareness of occupations that utilize similar skills. Students should again realize that these tasks are important and should be accomplished with pride. A broadening of this topic can develop knowledge of the hospitals, schools, businesses and other places that hire professional housekeepers, dietitians and other related personnel.

#### *Participation in practical activities*

Activities such as cardboard carpentry may be offered at this level. It can be a part of the school program or an after school ac-

# Selecting activities

## Upper elementary grades

All activities have been grouped into three general classifications:

1. self-perception

2. integration of occupational information into the curriculum

3. integration of occupational information into co-curricular activities.

Under each of these classifications are a number of suggested activities.

In carrying out activities, teachers should be quite conscious of the danger of perpetuating harmful stereotypes. Regardless of sex, race or ethnic background, children should be provided a variety of experiences and opportunities to develop a healthy attitude toward the total spectrum of occupations.

### Self perception

At the upper elementary grades pupils become more interested in the world of work. At this point they need to gain a better understanding of themselves in relation to the adult world. The attitudes they develop are highly important and will affect their role as a future worker. It is important, therefore, that teachers help their pupils to:

1. Develop a more accepting attitude toward themselves
2. Learn to accept success as rewarding and failure as inevitable
3. Learn to accept assets and liabilities and develop wholesome attitudes toward themselves as worthwhile individuals
4. Improve their work habits
5. Develop a tolerant attitude toward

others, to desire success for them and to be aware that it is important for others to succeed

6. Develop a desirable attitude toward work in general: no occupation should be degraded

Teachers in the classroom can structure group activities so that a child who needs to gain social status can demonstrate a particular skill before his fellow students. The teacher should remember that students identify with the instructor's attitude in the appraisal of a particular child. A student who goes unnoticed by the teacher is likely to be unnoticed by his peers.

### Integration of occupational information into the curriculum

Pupils in the upper elementary grades are interested in general job requirements. Information related to training and educational requirements, demands of the job itself, and salary will help a student determine if he has an interest in a particular field. No student should feel pressed to make a decision. During high school emphasis is toward information that will help the student decide

what courses he thinks will be most advantageous. A student should realize that the high school courses he chooses can aid him in obtaining future employment of his choice.

Sixth graders, especially, need help in becoming aware of their potentials and limitations. Teachers must encourage students to discover their strengths and also recognize weaknesses. Discussions and other activities that focus on the abilities needed for the performance of particular jobs help motivate a child to find out the qualifications required in his area of interest.

As stated previously, teachers should not push a child into making a vocational choice, but should give him information that he will need in the future and motivate him to investigate further the vocational area in which he may become interested.

Vocational development is most meaningful when correlated with one of the subject areas studied in this grade level; however, situations may arise where such information is presented to the student without being related to a present unit of study. The following activities suggest ways to facilitate correlation of vocational information with curriculum development.



## **Reference work**

Encyclopedias furnish valuable information about occupations. Many books of interest that provide realistic information about a variety of occupations are available. A close inspection of the school library often reveals a wealth of information that provides answers to the questions of this age group.

## **Poems**

Poems about occupations can be enjoyable and create interest in vocations. A recent book by Agnes Cochran Bramblett entitled **People at Work and Other Poems** is an excellent source for use by elementary students. Booklets of poems written by members of the class can also be an interesting project.

## **Publishing class paper**

Publishing a class paper serves as a direct learning situation about the variety of jobs available at the local newspaper. Students learn the titles of the positions and something about the ability required for the actual performance of the job. If interest develops and more information is desired by the class, reports concerning necessary training and qualifications could be made in class.

## **Famous people**

A class project which involves tracing the lives of famous people, television personalities, and local leaders would aid in helping students understand how decisions are made concerning one's life occupation. Students will realize that some people have been in-

volved in several occupations before settling on their final vocational field.

## **Speakers**

Adults representing different occupations can be invited to talk to the class. However, inviting speakers without giving the students an opportunity to express their desires indicates that teachers are not taking into consideration the needs of their pupils. Speakers should be requested to present facts and not to distort advantages or disadvantages.

## **Assembly programs**

Visitors from local businesses and industries provide students with first-hand information. These programs should be geared to the interests expressed by the class.

## **Career days**

A block of time, usually about two hours, may be set aside for several adult visitors to discuss their respective occupations. If the length of a discussion is held to forty-five or fifty minutes, the students will be able to attend sessions relating to several fields of interests.

## **Audio-visual aids**

Films and filmstrips are useful reference sources. Some of these materials provide general information; others are more specific.

## **Bulletin boards**

Bulletin board displays are as versatile as the teacher and the students in the class. In-

formation displayed in an interesting way could be a class project, with special groups being responsible for making a bulletin board on their particular interests.

## **Study of local industries**

The local community usually has a variety of employment opportunities. Teachers should study or obtain information from the industries concerning types of jobs available, training required, and number of people employed. The local chamber of commerce will be helpful to the teacher in getting this type of information.

## **School employment service**

The school has numerous jobs that students normally perform, such as school patrol, audio-visual aides, and library helpers.

The school should design an application blank to be used by interested students that will include information such as the following: name, grade, address and telephone, birthday and birth place, person to notify in case of emergency, job applying for, student's qualifications, prior job experience, references, grades on last report card, and finally the child's signature. Also, a committee of students could be trained to interview job applicants, with final approval by the faculty. Notification of jobs available can be made by posters, school paper, or announcements. Notices should tell how and when to apply for the desired school job.

After a school has a workable system in operation, probationary and dismissal forms may need to be added. Emphasis should be placed on the fact that the student has total

responsibility for keeping or losing the job. If a student must be dismissed, he should be told the reason for termination. Rewards for outstanding performance may be given in the form of reports or badges.

### *Part-time jobs*

Students at this level often have part-time jobs. Reports and oral discussions concerning their responsibilities and the responsibilities of those with whom they work broaden the general vocational information of the class. Advantages and disadvantages of these jobs should be openly discussed.

### *Field trips*

Field trips to companies or industries employing people in occupations in which children have expressed a keen interest will enable the child to observe adults actually performing the job and help him establish a true picture of the world of work. Students should be instructed to observe the many types of positions available in each place visited. Follow-up activities may include reports, posters, discussions, and bulletin boards.

### *Individual field trips*

If a parent is employed in a situation that permits the child to visit him on the job for a day, such a visit could be planned with the class benefiting from a report on the trip. Before such a visit, a class discussion on what the child should observe will enable others to obtain information of specific interest to them.

### *Participation in "hands-on" activities*

Students in the upper elementary grades have a keen interest in hands-on type of activities. A more sophisticated approach to the suggestions made for the middle grades will prove effective. (See "utilizing existing resources," page 19.) Individual or group projects may be used.

### *Private lessons*

Students involved in private lessons, such as piano, dance, guitar, and art, should be motivated to discover further information about related job opportunities in these fields. Reports and bulletin boards will enable the entire class to profit from the information gained.

### *Clubs*

When several students become interested in the same general employment field, a club can provide an opportunity to obtain further information of interest. These clubs enable pupils to study employment opportunities, qualifications, training and education, or other areas of interest.

# Goals

## Goals, concepts and objectives grades K-6



### Goal A

Explore and assess personal attitudes, attitudes, attributes and interests.

#### Concepts:

1. Jobs are often related to an individual's interest and abilities.
2. Individual is influenced in the choice of work by many factors, including the need for work, availability of work, experiential background, interests, aptitudes, capabilities, need for security and the rewards available.
3. Satisfaction with one's occupation is facilitated by the selection of an occupation which is consistent with one's personal aptitudes, attitudes and interests.

#### GRADE K OBJECTIVES

1. Assume responsibility for classroom jobs and evaluate.
2. Choose work projects in room.
3. Talk about occupations in which interested.
4. Recognize that people do not have the same interests or abilities.

#### GRADE 3 OBJECTIVES

1. Assume responsibility for classroom jobs and evaluate.
2. Select a career in which interested.
3. Analyze attitudes toward work.
4. Analyze and compare reasons why people prefer certain occupations.
5. Evaluate personal attributes related to employability.

#### GRADE 1 OBJECTIVES

1. Assume responsibility for classroom jobs and evaluate.
2. Identify an occupational choice and evaluate.

#### GRADE 4 OBJECTIVES

1. Assume responsibility for classroom jobs and evaluate performance.
2. Evaluate personal attributes related to employability.

3. Recognize that all people do not have the same interests or abilities.
4. Discuss "attitudes" about work in which we participate at home and school.
5. Identify several occupations which a person may choose.
6. Identify how attitude, abilities and experiences affect performances.

## GRADE 5 OBJECTIVES

1. Assume responsibility for classroom jobs and evaluate.
2. Relate identified interests and abilities to occupational choice and to degree of satisfaction.
3. Explore interrelationship between attitude, ability, experiences and performance.

## GRADE 6 OBJECTIVES

1. Assume responsibility for classroom and school jobs and evaluate performance.
2. Analyze personal interests and aptitudes.
3. Examine occupations with respect to interest and aptitudes.

## GRADE 2 OBJECTIVES

1. Recognize that being a student is his present career.
2. Identify and investigate some occupations in community.
3. Identify the many occupations, and the interdependency of each.
4. Recognize that career selection may be based on hobby.

## GRADE 3 OBJECTIVES

1. Study and identify businesses and occupations.
2. Identify the many occupations, and the interdependency of each.
3. Explore potential careers that develop from hobbies.
4. Contrast job opportunities in communities.
5. Analyze the changing nature of career opportunities.

## GRADE 4 OBJECTIVES

1. Identify and evaluate rewards that are received from jobs.
2. Analyze variety of career possibilities in communities.
3. Analyze the changing nature of job opportunities in terms of technology and the needs of people.

## GRADE 5 OBJECTIVES

1. Identify the many kinds of work and occupations, and the interdependence of each.
2. Explore several occupational areas.

## Goal B

Examine the concepts of work and work roles and the multiple occupational possibilities.

### Concepts:

1. Family members perform a variety of jobs.
2. There are many kinds of work.
3. The performance of work results in products and/or services.
4. Supply and demand influence the kinds of occupations found in a community.
5. Occupations can be grouped into clusters.
6. Geography influences the kinds of occupations found in an area.
7. Technological and sociological changes eliminate and create jobs.
8. Workers are interdependent.

3. Recognize that career selection may be based on a hobby.
4. Identify similar and contrasting job opportunities.
5. Analyze the changing nature of career opportunities.
6. Name and examine a variety of occupations.

#### GRADE 6 OBJECTIVES

1. Analyze the changing nature of occupations.
2. Explore occupations which are familiar.

#### GRADE 1 OBJECTIVES

1. Name, use, maintain and store all tools and materials necessary to perform required classroom work at any grade level.
2. Practice communication skills with fellow students to solve a task.
3. Relate basic skills of computation and communication to familiar occupations.
4. Recognize that learning is a continuing process.
5. Name and use some tools and materials used by workers.
6. Evaluate the interdependency of workers in a work situation when everyone has an assigned job.

#### Goal C

Develop attitudes, knowledge, and understandings of basic skills related to effective employment.

#### Concepts:

1. Workers use tools.
2. Family members have specialized knowledge and skills.
3. Basic skills are necessary for most of our jobs.
4. In a functioning society, people need to be aware of communication skills, behavior patterns, interdependence and understand job responsibilities.

#### GRADE K OBJECTIVES

1. Name, use, maintain, and store all tools and materials necessary to perform required classwork at any grade level.
2. Comply with school standards of behavior and tell the reasons why.
3. Practice communication skills with fellow students to solve a task.
4. Listen and follow directions for doing various jobs in the classroom.
5. Identify some of the attitudes, knowledge and skills needed to perform an occupation.
6. Identify some of the attitudes, knowledge and skills needed to perform an occupation.
7. Evaluate the interdependency of workers in a work situation when everyone has an assigned job.
8. Know the factors contributing to a worker's success.

#### GRADE 3 OBJECTIVES

1. Name, use, maintain and store all tools and materials necessary to perform required classwork.
2. Demonstrate acceptance of responsibility for self by moving within school facility without supervision.
3. Practice communication skills with fellow students.
4. Relate basic skills of computation and communication to familiar occupations.
5. Evaluate competence in vocabulary studies.
6. Plan and follow a weekly schedule which will promote good performance in school.
7. Examine the health and safety standards for workers in various occupations.
8. Examine qualifications needed by people in different jobs.

#### GRADE 2 OBJECTIVES

1. Name, use, maintain and store all tools and materials necessary to perform required classwork at any grade level.
2. Comply with school standards of behavior and tell the reasons why.



9. Identify how a job may change.
10. Recognize that similar jobs can be done in different businesses.
11. Analyze how specialization and division of labor affects the quality or quantity of goods produced.
12. Analyze the contribution each worker makes to a given industry or business.
13. Analyze factors relating to attaining and maintaining job.

#### GRADE 4 OBJECTIVES

1. Utilize mathematical knowledge to produce an item.
2. Analyze the need for good communication skills.
3. Recognize that a given skill or knowledge may be applied in a number of work situations.
4. Identify how a job may change.
5. Recognize that jobs require interdependency among workers.
6. Recognize that experience brings greater efficiency and skill to a job or related work activity.
7. Realize that health is a factor contributing to a worker's success.

#### GRADE 5 OBJECTIVES

- i. Analyze need for knowledge of good communication skills.
2. Examine attributes needed by people in a number of different occupations.
3. Identify how industry may change because of resources.
4. Recognize that similar jobs can be done in several businesses.

5. Analyze and evaluate the contribution and interdependency of industries or businesses.
6. Examine the process of getting and keeping a job.

#### GRADE 6 OBJECTIVES

1. Examine qualifications needed by workers in various jobs.
2. Recognize that occupations have vocabularies unique to them.
3. Relate the value of personality traits to doing a job.
4. Describe tools and equipment needed in various occupations.
5. Integrate computation skills and design capabilities with production skills.
6. Examine and work with tools.
7. Use and store AV equipment.
8. Become aware that most jobs are not so simple as they seem.

## **Grade level kindergarten**

**'Goal A:** explore and assess personal attitudes, aptitudes, attributes and interests.

**General concept:** jobs are often related to an individual's interests and/or abilities.

talize on the spontaneous responses and comments of her children and explore with them their own ideas and thoughts. Example: In a discussion on school helpers, the teacher must capitalize on the student's comments concerning the various roles played by school personnel.

## **Suggested activities**

### **Objectives:**

1. Assume responsibility for classroom jobs and evaluate.
2. Choose work projects in room.
3. Talk about occupations in which interested.
4. Recognize that people do not have the same interests or abilities.

### **Suggested subject area:** multidisciplinary

#### **SUGGESTED ACTIVITY NO. 1:**

Paint a mural of the workers in your own school.

Orally discuss the responsibilities and roles of each of the school workers.

Invite an "artist" to discuss painting as an occupation and an interest.

In their discussion, have children orally identify the school jobs they perceive to be either the most or least fun.

#### **LEARNER EXPECTATIONS:**

That every child will help in the creation of the "school workers" mural.

The children will be able to orally discuss their perceptions of the various school jobs.

#### **NOTE TO TEACHER:**

By utilizing this format, or a similar one, it will be possible for the planning task force to develop materials that are logically organized.

**Goal B:** examine the concepts of work and work roles and the multiple occupational possibilities.

**General concept:** there are many kinds of work.

### **Objectives:**

1. Recognize that there is work to be done in a home.
2. Recognize that family members also work outside the home.
3. Recognize that there is work to be done within the school.
4. Identify the jobs which people do within a school.
5. Explore one or more occupational areas.

### **Suggested subject area:** multidisciplinary

#### **SUGGESTED ACTIVITY NO. 1:**

Children shall discuss with their parents the various jobs that must be done around their own homes.

#### **LEARNER EXPECTATIONS:**

Students will be able to identify the many work tasks at home.

#### **SUGGESTED ACTIVITY NO. 2:**

Have children discuss with their parents the occupations they are involved in outside the home.

A follow-up discussion where children discuss their parents' jobs outside the home.

**LEARNER EXPECTATIONS:**

Children will be able to understand the many jobs in which their parents are involved.

**SUGGESTED ACTIVITY NO. 3:**

Invite school personnel to the classroom to discuss with students their various school responsibilities.

**LEARNER EXPECTATIONS:**

Students will be cognizant that though jobs differ greatly, all workers contribute to the operation of the school.

**SUGGESTED ACTIVITY NO. 4:**

Using a tape recorder, the children will record all the occupations they can think of and in replays discuss what they know about each job.

Using magazines, newspapers, etc., children will create a collage of occupations and jobs.

**LEARNER EXPECTATIONS:**

Students will become familiar with a variety of jobs.

**Goal C:** develop attitudes, knowledge and understandings of basic skills related to effective employment.

**General concept:** in a functioning society, people need to be aware of communication skills, behavior patterns, interdependence, and understand job responsibilities.

**Objectives:**

1. Name, use, maintain and store all tools and materials necessary to per-

form required classwork at any grade level.

2. Comply with school standards of behavior and tell the reasons why.
3. Practice communication skills with fellow students.
4. Listen and follow directions for doing various jobs in the classroom.

5. Practice some health habits.
6. Recognize that food is related to health.

7. Describe the work done, clothes worn and tools used.

**SUGGESTED ACTIVITY NO. 1:**

Have children discuss maintenance and care of school and personal equipment.

**LEARNER EXPECTATIONS:**

The children will learn how to maintain materials in their room.

**SUGGESTED ACTIVITY NO. 2:**

Invite the principal to discuss acceptable school behavior. In addition, the administrator could discuss school and bus rules and the school patrol.

**LEARNER EXPECTATIONS:**

The child, at the conclusion of this discussion, will be cognizant of what is acceptable school behavior.

**SUGGESTED ACTIVITY NO. 3:**

The children will be paired and given a problem to solve. They are encouraged to discuss the problem and eventually agree upon a solution. Example: A "problem" might concern itself with how to make a new student feel welcome.

**LEARNER EXPECTATIONS:**

Children will have an understanding of verbal communication and its use as one

means of problem solving.

**SUGGESTED ACTIVITY NO. 4:**

Children will be asked to complete a classroom project which will depend upon each student listening, following instructions and solving problems for the satisfactory completion of that task.

**LEARNER EXPECTATIONS:**

After several of these activities, students will, over a period of time, learn that listening is essential for following directions.

## Grade level 1

**Goal A:** explore and assess personal attitudes, aptitudes, attributes and interests.

**General concept:** most activities are satisfying. They can be work or play.

**Objectives:**

1. Assume responsibility for classroom jobs and evaluate.
2. Identify an occupational choice and evaluate.
3. Recognize that all people do not have the same interests or abilities.
4. Discuss "attitudes" about work in which we participate at home and school.
5. Identify several occupations which a person may choose.
6. Identify how attitude, abilities and experiences affect performances.

**Suggested subject area:** social studies

**SUGGESTED ACTIVITY NO. 1:**

Ask students to bring two magazine pictures from home that show activities around the home.

Attempt to guide them to bring pictures that are related to "work" and "recreation". Have available some pictures that are clearly "work" and others that are clearly "play" and some that could be in both areas.

Divide chalkboard into three columns, headed WORK; PLAY; BOTH.

Have the students place their picture in the column that they think is appropriate.

Discuss pictures that are clearly "work."

Ask: Does your mother or daddy like to do these jobs? How do you know?

Discuss pictures that are "play" which are "work?"

Discuss pictures that are "either." How do we know which activities are "work" and which are "play?"

**LEARNER EXPECTATIONS:**

1. Students will classify home activity into the appropriate column.
2. Student will be able to name three kinds of work performed around the house.

3. The student will be able to name three kinds of play.

**NOTE TO TEACHER:**

A note to the parents describing what you are attempting may help in the kinds of pictures you get.

**Goal A:** explore and assess personal attitudes, aptitudes, attributes and interests.

**General concept:** there is dignity in work.

**Objectives:** see previous goal "A."

**Suggested subject area:** general

**SUGGESTED ACTIVITY NO. 1:**

Ask students to try a new task in the home that they generally don't perform. After a trial period of a week, ask students questions like the following:

- a. Do you like the new task?
- b. Were you able to do it successfully?
- c. What did you use, or learn?
- d. Are you willing to try new jobs at home?

**LEARNER EXPECTATIONS:**

Student will report orally on the satisfaction he received from the new job.

**NOTE TO TEACHER:**

1. Sample letter to parents:

Dear Parents,  
Your child is learning about the world of work. Will you help him select a task in the home which he normally does not do but which would be helpful to the family?

\_\_\_\_\_  
**Teacher**

2. This activity takes two periods:  
Period 1: Assignment  
Period 2: Discussion

**Goal B:** examine the concepts of work and work roles and the multiple occupational possibilities.

**General concept:** family members perform a variety of jobs.

**Objectives:**

1. Recognize that parents in their occupations are also community helpers.
2. Recognize that being a student is his present career.
3. Identify the goods and services produced in the community.
4. Identify and investigate some of the occupations.
5. Examine various rewards for performing work.
6. Define and identify the difference between the terms "work" and "occupation."
7. Recognize that people have more than one job.

**Suggested subject area:** social studies

**SUGGESTED ACTIVITY NO. 1:**

Tell students to close their eyes for a minute and think about jobs that must be done in the home. Then tell them to make a picture of one job that is done in the home.

**LEARNER EXPECTATIONS:**

Student will draw a picture of one job performed in his home.

**NOTE TO TEACHER:**

Paper  
Crayons

**SUGGESTED ACTIVITY NO. 2:**

Prepare a bulletin board display of pictures. (See Activity 1.) Tell student to come to the bulletin board when his name is called to tell about his picture.

**LEARNER EXPECTATIONS:**

Each student will be able to describe his own picture.

**NOTE TO TEACHER:**

References, materials, etc.

Bulletin board

Students collect pictures.

**SUGGESTED ACTIVITY NO. 3:**

Point at a picture on bulletin board display and ask students to decide if the job is generally performed by:

- Mother
- Dad
- Children
- Everyone

After the class reaches a consensus as to who generally performs the job, write this choice on a label and pin it to the picture. Do this for each picture on display.

**LEARNER EXPECTATIONS:**

Students will be able to name family

member or members who generally do a specific job in the home.

(See Activity 1.)

**NOTE TO TEACHER:**

Labels  
Felt pen  
Pins

**Goal B:** examine the concepts of work and work roles and the multiple occupational possibilities.

**General concept:** there are many kinds of work.

**Objectives:** See previous goal "B."

**SUGGESTED ACTIVITY NO. 1:** Review the list of school workers. Have children paint a picture showing one of the school workers doing a task.

**LEARNER EXPECTATIONS:**

Student will paint a picture of a school worker.

**MATERIALS:**

- Paper
- Paint
- Brushes

**NOTE TO TEACHER:**

Arrange pictures on bulletin board. Label as to job title and perhaps the name of the worker in your school, e.g.,

Secretary

Mrs. Smith

**SUGGESTED ACTIVITY NO. 2:**

Tell class that you will invite some school workers to the classroom to tell about their jobs. Add questions to chart of things stu-

dents wish to know. The chart may read:

- Why did you choose this job?
- What do you like or dislike about your job?
- Do you work mostly indoors or outdoors?
- Do you work mostly with people or things?
- Do you talk and listen much?
- Do you read and write much?
- Do you use math much?

**LEARNER EXPECTATIONS:**

Students will suggest questions to be asked of school workers.

**MATERIALS:**

- Chart
- Felt pen

**SUGGESTED ACTIVITY NO. 3:**

Ask the following school workers to come to your class for a ten minute interview:

- Principal
- Secretary
- Janitor
- Nurse
- Cook
- Librarian
- Bus driver
- Teacher (you or cohort)

You may schedule one a day. Sing song after each visit.

**LEARNER EXPECTATIONS:**

Students will listen to school worker and ask questions concerning duties, skills needed, etc.

**MATERIALS:**

"Rig-a-Jig-Jig"

**MUSIC FOR YOUNG AMERICANS:**  
Book One 1963, American Book Co.

(Substitute name of worker for words "a pretty girl.")

**NOTE TO TEACHER:**

When arranging for resource speakers, you should give them a list of questions which they can use as a guide or at least be prepared to answer.

**SUGGESTED ACTIVITY NO. 4:**

Using a "Nifty" flip chart to record sentences as children dictate what they learned about the school worker who spoke the day before. This experience chart may be read the next day before another worker is brought in to speak.

**LEARNER EXPECTATIONS:**

Students will make statements about a school worker's job.

**MATERIALS:**

"Nifty" flip chart

**NOTE TO TEACHER:**

The complete chart may be as follows:

**School Cook**

Our school cook came to our room. She told us about her job. She must clean food, cook food, and serve food. She must read recipes, count tickets, write reports, work the stove and work the dishwasher. She likes her job and we like her!

**SUGGESTED ACTIVITY NO. 5:**

Show film. Then discuss characteristics of the student's job which are similar to school workers' jobs, e.g.:

- Being on time
- Observing rules
- Doing one's part
- Accepting responsibility

**LEARNER EXPECTATIONS:**  
Student will state how his job is similar to school worker's jobs.

**MATERIALS:**

Film: **Going to School Is Your Job** (col.)  
(P) Journal Films, 1964.

**SUGGESTED ACTIVITY NO. 6:**

Take students on a tour of the school building to look for places where people work and also to look for as many workers as they can.

**List places**

- and workers on board as children name them upon return to classroom.
  - Office
  - Health room
  - Cafeteria and kitchen
  - Library
  - Speech room
  - Janitor's workroom
  - Playground
  - Other classrooms

**LEARNER EXPECTATIONS:**

After observing places where school workers work, students will be able to name at least five workers in the school.

**MATERIALS:**

- Chalkboard
- Chalk

**NOTE TO TEACHER:**

Before tour, discuss behavior. You may want to arrange for a parent to go along to help supervise.

**SUGGESTED ACTIVITY NO. 7:**

Divide class into groups of 8. Give each group a picture of a school worker. Give them time to study the picture and discuss among themselves . . .

- Who is the worker?
- What is he doing in the picture?
- What might he like about the job?
- Does he work mostly with people or things?
- Would any of you like the job and why?

Call on each group to come forward and tell about the picture.

**LEARNER EXPECTATIONS:**

Student will be able to identify a school worker and tell whether he works mostly with people or things.

**MATERIALS:**

SUE Flat pictures  
"School Helpers"

**NOTE TO TEACHER:**

Point out that people have different likes and dislikes. These may affect their choice of a job. Make a bulletin board using these pictures.

**SUGGESTED ACTIVITY NO. 8:**

Show filmstrip. List on chart workers seen in filmstrip as children name them.

**Ask:**

- Why do you suppose each worker chose his job?
- How could we find out why our school workers chose their jobs?

Begin a list on another chart of questions we want to ask our school workers.

**LEARNER EXPECTATIONS:**

- Students will name school workers seen in film.
- Students will list at least two questions to ask each school worker.

**FILMSTRIP:**

**School Helpers**

**Goal C:** develop attitudes, knowledge and skills needed for effective employment.

**General concept:** workers use tools.

**Objectives:**

1. Name, use, maintain and store all tools and materials necessary to perform required classwork at any grade level.
2. Practice communication skills with fellow students.
3. Relate basic skills of computation and communication to familiar occupations.
4. Recognize that learning is a continuing process.
5. Name and use some tools and materials used by workers.
6. Evaluate the interdependency of workers in a work situation when everyone has an assigned job.

**Suggested subject area:** social studies

**SUGGESTED ACTIVITY NO. 1:**  
Ask students to bring from home some of the common tools used in the home.

- a. Hammers and nails
- b. Screw drivers and screws
- c. Pliers and wrenches
- d. Hand drill and wood bits
- e. Can openers
- f. Electric iron (or play iron)
- g. Broom
- h. Mop
- i. Portable vacuum cleaner

Hold up each tool and ask questions: e.g..

1. What is this?
2. Who uses this?

Demonstrate use of tools.

**LEARNER EXPECTATIONS:**  
Student will be able to name each tool and explain orally what it is used for.

**MATERIALS:**

Tools	Tin cans
	Wood scraps (soft wood)
	Nails
	Screws
	Cloth
	Bolts and Nuts

**NOTE TO TEACHER:**

The demonstrations may be done over a period of several days.

**REFERENCE MATERIALS:**

1. **New York City Industrial Arts Guide,** 1969.
2. **Teaching Elementary Industrial Arts,** Goodheart-Wilcox, 1970.

**Goal C:** develop attitudes, knowledge and skills needed for effective employment.  
**General concept:** family members have specialized knowledge and skill.

**Objectives:** See previous goal "C."

**Suggested subject area:** math

**SUGGESTED ACTIVITY NO. 1:**  
After working with money in the math program, have youngsters play the role of school secretary and students buying lunch tickets. Using play money, have half the class role play and half the class observe. Then switch. Note other skills used such as counting correct number of lunch tickets.

**LEARNER EXPECTATIONS:**

Students will count play money when role playing.

**LEARNER EXPECTATIONS:**  
Students will count play money when role playing.

**REFERENCE:**

**Song "Ten Little Pennies"**  
**Music for Young Americans,** Book 1, 1963, American Book Company.

**NOTE TO TEACHER:**

Discussion may follow as to what would happen if the secretary didn't listen, speak, count, or write well.

**SUGGESTED ACTIVITY NO. 2:**

Write a recipe for cookies on a chart.

Have children take turns coming to activity center, reading directions from recipe and following it. After cookies are mixed, discuss skills used which cooks also use to prepare school lunches. (Reading, measuring.)

**MATERIALS:**

Chart  
Ingredients for cookies  
Bowl  
Mixer  
Sifter  
Wooden spoon  
Cookie sheet

**NOTE TO TEACHER:**

To involve more children at once, arrange for volunteer parents to help and divide class into thirds.

**SUGGESTED ACTIVITY NO. 3:**

Have children role play the principal, teacher, and janitor to see how skills of speaking and listening are used.

Lead group discussion on what would happen if these workers could not speak or listen well.

**LEARNER EXPECTATIONS:**

Student will play part of principal asking janitor to mop and wax floor.

**NOTE TO TEACHER:**

You may play one part to get the idea across.

## Grade level 2

### REFERENCE MATERIALS: Washington State Economics Guide

#### SUGGESTED ACTIVITY NO. 2:

Ask the students to name workers who do not produce goods. Then ask what they have been named, have each student make an illustration of a worker, headed by the caption: "This Worker Produces Services".

#### LEARNER EXPECTATIONS:

Students will name at least three producers of services.

**MATERIALS:**

Paper  
Crayons

**SUGGESTED ACTIVITY NO. 3:**

Ask students to tell about their parents' occupations. Then have them paint or draw a picture illustrating their parents at work.

#### LEARNER EXPECTATIONS:

Student will name parent's job and explain orally what he does.

**MATERIALS:**

Paper  
Paint  
Crayons, etc.

**NOTE:**

If parents are unemployed, have them select a job that the parent used to have or that a friend has.

**SUGGESTED ACTIVITY NO. 4:**

Prepare headings for bulletin board:

Producers of Goods

Producers of Services  
Use pictures from Activity No. 3. Ask children to place pictures on bulletin under correct headings.

## LEARNER EXPECTATIONS:

Student can differentiate between a producer of goods or services.

## Goal C: develop attitudes, knowledges and skills needed for effective employment.

**General concept:** basic skills are necessary for most of our jobs.

### Objectives:

1. Name, use, maintain and store all tools and materials necessary to perform required classwork at any grade level.

2. Comply with school standards of behavior and tell the reasons why.

3. Relate basic skills of computation and communication to familiar occupation.

4. Recognize that learning is a continuing process.

5. Recognize that health habits may affect job performance.

6. Identify some of the attitudes, knowledge and skills needed to perform an occupation.

7. Evaluate the interdependency of workers in a work situation when everyone has an assigned job.

8. Know the factors contributing to a worker's success.

### Suggested subject area:

language arts

### SUGGESTED ACTIVITY NO. 1:

Begin one school day by pantomiming all activities for 5 to 10 minutes. Discuss the importance of the ability to speak well to the job of being a teacher. Ask students to name

3

## LEARNER EXPECTATIONS:

other jobs that require the facility of speech. List on a chart.

## LEARNER EXPECTATIONS:

Students will name at least three jobs that require speaking skills.

## MATERIALS:

### Chart: "Workers Who Must Speak Well"

### SUGGESTED ACTIVITY NO. 2:

Suggest to the students that they watch television for one hour after school one day and count how many different voices they heard. Discuss how the ability to speak well helped the television workers.

## LEARNER EXPECTATIONS:

Student will name five different workers seen on TV who must speak well to do their jobs.

### NOTE TO TEACHER:

Send note to parents explaining the project and what the students are required to do.

### SUGGESTED ACTIVITY NO. 3:

Arrange for a person such as a waitress to come to class and explain why listening is important to her job. Ask the students to name other jobs where listening is an important skill. Prepare a chart with the class listing the jobs where listening is important. Label the chart "Workers Who Must Listen Well."

## LEARNER EXPECTATIONS:

Students will name at least five other occupations where listening is important.

### SUGGESTED ACTIVITY NO. 4:

Take students to community library. Ask librarian to tell students about her work and other workers employed in the library. Ask her to point out the importance of reading in library jobs.

## SUGGESTED ACTIVITY NO. 4:

Discuss with the class workers who need to read well; post names on chart.

## LEARNER EXPECTATIONS:

Student will be able to list five occupations where reading is important to a job.

### NOTE TO TEACHER:

Prepare a chart on tagboard with this caption:

### "Workers Who Must Read Well"

### SUGGESTED ACTIVITY NO. 5:

Ask students to write a set of directions for individuals who have assigned tasks in the classroom. Collect directions prepared by students.

## LEARNER EXPECTATIONS:

Students will write a set of directions for a room responsibility.

## MATERIALS:

Paper  
Pencil

### SUGGESTED ACTIVITY NO. 6:

See Activity No. 5. Exchange directions so that each student has someone else's directions. Ask each student to follow the set of directions. Upon completion of this task, discuss the importance of clearly written directions. Point out how written directions prepared by students may be improved to bring out better results.

## LEARNER EXPECTATIONS:

Student will be able to identify weaknesses in a set of directions.

### SUGGESTED ACTIVITY NO. 7:

Ask students to think about different occupations that require writing. List these occupations that require writing on a chart.

### LEARNER EXPECTATIONS:

Student is able to list five occupations that require writing skills.

#### NOTE TO TEACHER:

Prepare chart with this caption:

"Workers Who Must Write"

### SUGGESTED ACTIVITY NO. 8:

Show filmstrip **Our Neighborhood Workers**. Make a chart that the students can use to record on as they watch the filmstrip.

Name

of Worker Speaking Listening Reading

Writing

### LEARNER EXPECTATIONS:

Student will name five communication skills needed by each worker seen in the filmstrip.

### FILMSTRIP:

**Our Neighborhood Workers**, Eye Gate House.

## Grade level 3

garbage and deliver milk to the home.

### LEARNER EXPECTATIONS:

The student will be able to write one paragraph about the importance of the services provided by the workers.

#### NOTE TO TEACHER:

Show that there is dignity in all work as long as it is honest labor and meaningful to the worker.

#### REFERENCE MATERIALS:

**Flothe, Louis Lee. Cowboy on the Ranch.** Scribner, 1959.

**Hayes, Will. Biggest Pig.** Melmont, 1958.

**Liffing, Joan. Dee and Curtis on a Dairy Farm.** Follett, 1957.

**Bate, Norman. Who Built the Highway?** Scribner, 1953.

**Goodspeed, J. H. Let's Go to Watch a Building Go Up.** Putnam, 1956.

**Schlein, Miriam. A Fisherman's Day.** Whitman, 1954.

### SUGGESTED ACTIVITY NO. 3:

Develop a bulletin board around the idea "People Communicate in Their Work." Each child may place a picture of a worker on the bulletin board and tell how the ability to communicate effectively helps him in his work.

### LEARNER EXPECTATIONS:

The student will be able to relate verbally his feelings about work.

#### NOTE TO TEACHER:

Help the children understand that there is dignity in work by pointing out that the worker can take pride in a job well done.

### SUGGESTED ACTIVITY NO. 2:

Conduct class discussion about the workers who clean our streets, collect the

garbage and deliver milk to the home.

**Goal A:** explore and assess personal attitudes, aptitudes, and interests.

**General concept:** there is dignity in all work.

#### Objectives:

1. Assume responsibility for classroom jobs and evaluate.
2. Select a career in which interested.
3. Analyze attitudes toward work.
4. Analyze and compare reasons why people prefer certain occupations.
5. Evaluate personal attributes related to employability.

**Suggested subject area:** language arts, social studies.

### SUGGESTED ACTIVITY NO. 1:

Ask the class to think back to the last time they were assigned a job to do at home in which they were interested.

#### Discuss with the class:

- a. How they felt when they were working.
- b. How they felt when they were finished.

### LEARNER EXPECTATIONS:

The student will be able to relate verbally his feelings about work.

#### NOTE TO TEACHER:

Help the children understand that there is dignity in work by pointing out that the worker can take pride in a job well done.

### SUGGESTED ACTIVITY NO. 4:

Have class visit a radio station or TV station to find out all the workers involved in

the production of radio programs. Ask the guide before the visit to explain the duties of each worker and the importance of effective communication in the field of radio during the class visit.

#### LEARNER EXPECTATIONS:

Students will be able to illustrate through the role playing process the duties of each worker observed during the class visit.

#### REFERENCES:

Local radio or TV station.

#### Come To Work With Us Series: TV station.

Jean & Ned Wilkinson, Sextant Systems, Inc., 1970.

**Television Works Like This.** Jeanne Benedict: McGraw-Hill, 1965.

**Television (A First Book.)** Edward Stoddard: F. Watts, 1970.

#### SUGGESTED ACTIVITY NO. 5:

Have children read related books to find workers communicating effectively.

#### LEARNER EXPECTATIONS:

Student will read recommended books and will be able to answer oral questions pertaining to the books he has read.

#### REFERENCES:

1. Reichert, Edwin, and Bracken, Dorothy K. **Becky's Friends.** Lippincott, 1957.
2. Miner, Opal, and Sevrey, Irene. **True Book of Communication.** Children's Press, 1960.

3. **What Happens at a Television Station.** Arthur Shay: Reilly & Lee, 1969.

**Goal A:** explore and assess personal attitudes, aptitudes, attributes and interests.

**General concept:** self-understanding is important in making career decisions.

**Objectives:** See previous goal "A."

**Suggested subject area:** language arts, social studies

#### SUGGESTED ACTIVITY NO. 1:

Play a guessing game. One child describes someone in the room and the others try to guess who it is. After several rounds in the game, the teacher asks, "How did you know it was Susy or Ben?" Through the responses of the children the teacher may help them understand that everyone is alike in some ways and different in some ways, and it is important to know ourselves.

#### LEARNER EXPECTATIONS:

Student will be able to state verbally one characteristic that is different about himself from other members of the class.

#### REFERENCES:

1. Darby, Gene. **Like You, Like You.** Benefic Press, 1971.
2. Cannon, Calvin. **What I Like To Do.** Coward-McCann, Inc., 1971.
3. Ilse, Margaret. **When I Grow Up.** Golden Press, 1968.

#### SUGGESTED ACTIVITY NO. 2:

Use a checklist inventory as a means of helping students begin understanding themselves.

Examples of items to be used on the checklist:

I like to:

- be outdoors
- be indoors

- draw pictures
- talk to people
- be by myself
- help people
- work with machines
- do things where I can move around
- work with my hands
- try new things
- make up songs
- build things
- collect things

Compare the results of their checklist with others in their class to discover likenesses and differences.

#### LEARNER EXPECTATIONS:

Student will be able to identify those settings and types of work that he is most interested in doing.

#### REFERENCES:

1. Lifton, Walter M. **What Could I Be?** Science Research Associates, pp. 28-29.
2. Lenski, Lois. **When I Grow Up.** Lipincott, 1960.
3. Maddox, Edith E. **When I Grow Up.** National Dairy Council, 1957.

#### SUGGESTED ACTIVITY NO. 3:

Invite workers from widely varying occupations to visit the class and explain why they enjoy their work.

#### LEARNER EXPECTATIONS:

Students will be able to list eight reasons why workers enjoy their occupations.

#### NOTE TO TEACHER:

Careful screening and planning will need to be done by the teacher and the invited workers before the visit.

**Goal B:** examine the concepts of work and work roles and the multiple occupational possibilities.

**General concept:** the performance of work results in products and/or services.

**Objectives:**

1. Study and identify businesses and occupations.
2. Identify the many occupations, and the interdependency of each.
3. Explore potential careers that develop from hobbies.
4. Contrast job opportunities in communities.
5. Analyze the changing nature of career opportunities.

**Suggested subject area:** social studies: mathematics

**SUGGESTED ACTIVITY NO. 1:**

Present film to class on how team work can produce a product. Discuss with the class how people in school work together. For example:

What happens when one room goes to lunch too early or too late? What happens when a class stays in a gym too long?

**SUGGESTED ACTIVITY NO. 2:**

**LEARNER EXPECTATIONS:**

The student will be able to describe in one written paragraph the importance of working together.

**FILMS:**

**We Want Goods and Services**

**How Is Clothing Made: A Story of Mass Production**

Film Associates, Los Angeles.

**SUGGESTED ACTIVITY NO. 2:**

Have class construct clock faces. Coordinate activities with mathematics activities.

There are three steps in constructing a clock:

- a. Make a cardboard circle
- b. Make two hands of different lengths
- c. Number the clock face
- d. Assemble parts with paper fastener

Discuss with class that some jobs result in a product that is produced.

Discuss assembly-line techniques with class.

Divide class into 4 groups and develop assembly-line procedures.

**LEARNER EXPECTATIONS:**

1. Student will be able to verbally state the steps involved in producing a clock face.
2. Student will be able to orally explain the difference between "production of goods" and the "production of services."

**NOTES TO TEACHER:**  
Introduce the concept of supply and demand in the following manner:

1. Place a large amount of stickers (or other undesirable item) and a small amount of flowers (or other desirable items) on a table. Ask the children which they would rather have.
2. Alter the objects so that there is a large amount of flowers and a small amount of stickers. Ask the children which they would rather have.

**SUGGESTED ACTIVITY NO. 2:**

Ask the children to look for empty store buildings in the community and try to find out:

- a. What kind of store was in the building?
- b. Why did it go out of business?

Have the children report their findings to the class and discuss how a community changes because of supply and demand.

## LEARNER EXPECTATIONS:

The student will compile a list of three businesses in the community which they know are directly dependent upon supply and demand.

**Goal C:** develop attitudes, knowledge and skills needed for effective employment.

**General concept:** basic skills are necessary for most of our jobs.

### Objectives:

1. Name, use, maintain and store all tools and materials necessary to perform required classwork.
2. Demonstrate acceptance of responsibility for self by moving within school facility without supervision.
3. Practice communication skills with fellow students.
4. Relate basic skills of computation and communication to familiar occupations.
5. Evaluate competence in vocabulary studies.
6. Plan and follow a weekly schedule which will promote good performance in school.
7. Examine the health and safety standards for workers in various occupations.
8. Examine qualifications needed by people in different jobs.
9. Identify how a job may change.
10. Recognize that similar jobs can be done in different businesses.
11. Analyze how specialization and division of labor affects the quality or quantity of goods produced.
12. Analyze the contribution each worker

## LEARNER EXPECTATIONS:

makes to a given industry or business.

13. Analyze factors relating to attaining and maintaining job.

**Suggested subject area:** social studies

### SUGGESTED ACTIVITY NO. 1:

Have the teacher initiate a discussion of education requirements vital to many occupations by asking the children to imagine that they were grown and wanted to be a bricklayer. How would they go about the business of becoming a bricklayer? After some discussion the teacher may suggest to the children that many occupations require some type of special education either in school or out of school.

## LEARNER EXPECTATIONS:

Student will list at least three skills for an occupation and indicate where he might acquire the skill.

### NOTE TO TEACHER:

Emphasize that people acquire skills at home, at school and on the job. Most people do need special skills to secure a job.

### SUGGESTED ACTIVITY NO. 2:

Each child will select an occupation in which he is currently interested and investigate the education requirements of that occupation, both general and specific.

Students may acquire this information through filmstrips, pamphlets, books, interviews with workers.

## LEARNER EXPECTATIONS:

Student will be able to write a paragraph listing at least three educational requirements of a specific occupation.

### NOTE TO TEACHER:

Suggested headings of occupational education:

- a. High school diploma required.
- b. On-the-job education required.
- c. College degree required.
- d. Special schooling required (such as barber-college).

- c. No education required.



## Grade level 4

**Goal A:** explore and assess personal attitudes, aptitudes, attributes, and interests.

**General concept:** most activities are satisfying. They can be work or play.

**Objectives:**

1. Assume responsibility for classroom jobs and evaluate performance.
2. Evaluate personal attributes related to employability.

**Suggested subject area:** social studies

**SUGGESTED ACTIVITY NO. 1:**

Discuss with the class the reasons people work by answering these questions.

- a. What is the difference between work and play?
- b. What is the difference between work and a hobby?
- c. When is work interesting and a pleasure?
- d. What would it be like at home if your father never worked?
- e. What are some of the reasons people work?

**LEARNER EXPECTATIONS:**

1. Student will be able to orally state example of the difference between work, play and hobbies.
2. Student will be able to orally state several reasons why people work.

**NOTE TO TEACHER:**

As students respond to questions, write their answers on the chalkboard.

**Goal A:** explore and assess personal attitudes, aptitudes, attributes, and interests.

**General concept:** (a) finding areas of interest can aid self-understanding, (b) self-understanding can point to occupational interests.

**Objectives:** See previous goal "A."

**Suggested subject area:** social studies

**SUGGESTED ACTIVITY NO. 1:**

Have the teacher administer the interest inventory "What I Like to Do." The children, under the guidance of the teacher, score their own responses and complete the profile sheet. The teacher will want to duplicate the profile charts so that one copy may be kept for later reference and evaluation.

The teacher will need to explain what is meant by interest areas on the inventory.

**LEARNER EXPECTATIONS:**

Student will be able to list, in writing, several of his interest areas.

**REFERENCE:**

Thorpe, Louis P., and others. **What I Like To Do.** Science Research Associates, 1954.

**SUGGESTED ACTIVITY NO. 2:**

Have the children investigate vocational interests associated with their strong interest areas. Use of reference materials can be encouraged by the teacher to provide the student with accurate and realistic views of the occupations under investigation.

**LEARNER EXPECTATIONS:**

1. Student will be able to orally state several reasons why people work.

**NOTE TO TEACHER:**

Refer to the following books for sources of information:

1. Tennyson, W. Wesley and others. **The Teacher's Role in Career Development.** National Vocational Guidance Association, Washington, D.C.
2. Forrester, Gertrude. **Occupational Literature.** H. W. Wilson Co., New York, 1964.

**Goal B:** examine the concepts of work and work roles and the multiple occupational possibilities.

**General concept:** occupations can be grouped into clusters.

**Objectives:**

1. Identify and evaluate rewards that are received from jobs.
2. Analyze variety of career possibilities in communities.
3. Analyze the changing nature of job opportunities in terms of technology and the needs of people.

**SUGGESTED ACTIVITY NO. 1:**

Have the teacher review the meaning of job families by asking the children to discuss:

- a. What is a family?
- b. What is a job?
- c. What, then, is a job family?

**LEARNER EXPECTATIONS:**

Student will be able to orally or in written form describe the term "job family."

**NOTE TO TEACHER:**

Refer to the book **Occupational Information: The Dynamics of Its Nature and Use,** by Max F. Baer and Edward C. Roeker, Science Research Associates, Inc., Chicago, 1964, pp. 167-173.



#### SUGGESTED ACTIVITY NO. 1:

Explain that due to scientific advances fewer people are involved in producing goods and more workers produce services. The county agricultural agent will be invited to visit the class and explain how farming is changing because of science. He may discuss the differences in (a) the number of farmers now and fifty years ago, and (b) the amount of production now and fifty years ago.

Have students investigate vocations in which they are interested as to the evolution of that occupation. The teacher will suggest that they read reference materials in the library.

#### LEARNER EXPECTATIONS:

Students will orally report in class the reasons jobs change.

#### FILMSTRIP:

"Then and Now in the United States Series," filmstrips. Encyclopedia Britannica Films.

#### NOTE TO TEACHER:

Contact agricultural agent and arrange for visit.

**Goal C:** develop attitudes, knowledge and skills needed for effective employment.

**General concept a:** workers are interdependent. (4)

#### Objectives:

1. Utilize mathematical knowledge to produce an item.
2. Analyze the need for good communication skills.
3. Recognize that a given skill or knowledge may be applied in a number of work situations.

#### 4. Identify how a job may change.

5. Recognize that jobs require interdependency among workers.

6. Recognize that experience brings greater efficiency and skill to a job or related work activity.

7. Realize that health is a factor contributing to a worker's success.

#### Suggested subject area: social studies

#### SUGGESTED ACTIVITY NO. 1:

Have the children dramatize the following situation:

Johnny doesn't feel well so his mother takes him to the doctor (general practitioner) but the doctor can't find out what is wrong with Johnny so he sends Johnny to another

doctor who specializes in children's illnesses (pediatrician). The pediatrician is not sure what is wrong with Johnny so he sends him to another doctor who specializes in bones and joints (orthopedic surgeon) who also can't discover what is wrong with Johnny. The orthopedic surgeon sends Johnny to a doctor who specializes in skin diseases (dermatologist). The dermatologist looks at Johnny and says, "Johnny, I know what your trouble is. You don't feel well because your belt is too tight and it is hurting your stomach."

Discuss with the class:

- a. Why health workers need to specialize.
- b. How specialization leads to interdependency.
- c. Student will be able to orally state several examples of workers who need to specialize.

**General concept b:** specialization leads to interdependency.

#### SUGGESTED ACTIVITY NO. 2:

Have the children work in committees to develop circular graphs showing the interdependency of health occupations.

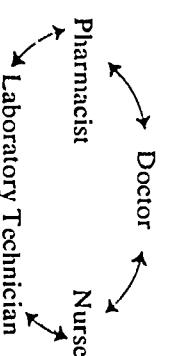
#### LEARNER EXPECTATIONS:

Student will be able to draw a graph showing the relationship of health occupations and the interdependency of these occupations.

#### NOTE TO TEACHER:

Write the following example on chalkboard for students to view.

Example of a circular graph:



Remember that a nurse may be male, a doctor may be female, and that one occupation is no better than another.

## Grade level 5



**Goal A:** explore and assess personal attitudes, aptitudes, attributes and interests.

**General concept:** individuals vary in their interests and abilities.

**Objectives:**

1. Assume responsibility for classroom jobs and evaluate.
2. Relate identified interests and abilities to occupational choice and to degree of satisfaction.
3. Explore interrelationship between attitude, ability, experiences and performance.

**Suggested subject area:** social studies  
**SUGGESTED ACTIVITY NO. 1:**

Put a silhouette of a human figure on the bulletin board along with three captions: abilities, interests and occupations. The class may develop a hypothetical person, making up his interest and abilities and listing them under the appropriate captions. Then the class can make a list of occupations the individual could do well because of his interests and abilities.

Help the class see that people can perform (work) in many different occupations because of their interest and abilities.

**LEARNER EXPECTATIONS:**

Given a set of interests and abilities, the student will be able to identify at least three appropriate careers for an individual.

**MATERIALS:**  
Sample bulletin board:

Possible  
Occupations

Abilities

Interests

3

LISTS AND REFERENCES FOR THE  
TEACHER:

Interests	Abilities
Outdoor	Verbal comprehension
Mechanical	Reasoning
Computational	Number ability
Scientific	Space ability
Persuasive	Mechanical comprehension
Artistic	Clerical speed and accuracy
Literary	Physical skills
Musical	Manual dexterity
Social Service	Creative ability
Clerical	Artistic ability
	Writing ability
	Musical ability
	Dramatic ability
	Persuasive ability

Science Research Associates, Byrne, John and Katherine.

(1) **You and Your Abilities.**

(2) Paulson, Blanche B. **Discovering Your Real Interests.**

(3) Kuder, Frederic and Paulson, Blanche. **Exploring Children's Interests.**

(4) Bailyard, Virginia. **Your Abilities.**

(5) **Career-Planning Guide.** The World Book Encyclopedia, Merchandise Mart Plaza, Chicago, Illinois.

**SUGGESTED ACTIVITY NO. 2:**  
Have class list on a chalkboard what aptitudes, or abilities, they think it would take to be successful in careers associated with physical education. Beside this, list the occupations related to physical education. Then, the class will draw arrows from each one of

the abilities to several of the careers. (Physical education is used here only as a suggestion.)

**LEARNER EXPECTATIONS:**  
Students will be able to list at least five careers that can be associated with physical education.

**NOTE TO TEACHER:**  
A sample of possible student's list:  
(1) Abilities

Physical skills  
Manual dexterity  
Artistic abilities  
Music ability  
Writing ability  
Reasoning

(2) P.E. careers

Dancer  
Athlete  
Sports cartoonist  
Umpire  
Lifeguard  
Timekeeper

The above list is from Tennyson, Wesley, **The Teacher's Role in Career Development**, p. 82. National Vocational Guidance Association.

**SUGGESTED ACTIVITY NO. 3:**

Have each child choose one career associated with physical education and write a short report relating the interests and abilities necessary to be successful in that career. These reports can be added to the career notebooks which were begun earlier in the year.

**MATERIALS:**  
Individual career notebooks

**SUGGESTED ACTIVITY NO. 4:**  
Invite a person working in some health and/or physical education related career to visit the class and discuss:  
a. His work.  
b. His interests and abilities that helped him decide on this career.  
c. Necessity of good health and physical exercise to everyone regardless of differences in abilities and interests.

**LEARNER EXPECTATIONS:**  
Student should be able to discuss what the speaker's job is and what functions he performs.

**SUGGESTED ACTIVITY NO. 5:**  
Have students list those things of a physical nature which they can do well, i.e., running, jumping, throwing, etc. He may make a second list of possible occupations for which these skills would be necessary. You should help the students see that every individual has a unique set of abilities, the combination of which presents many occupational possibilities.

**LEARNER EXPECTATIONS:**  
1. The student will be able to list at least three physical skills that he possesses.

2. The student will be able to identify two occupations that require such skill.

**SUGGESTED ACTIVITY NO. 6:**  
Have the class play "Concentration" using occupation and tool cards turned upside down on the floor or table. To get one point, the student must:  
a. match the appropriate tool and occupation card  
b. state the name of the occupation



- c. tell how the worker uses that particular tool in his work.

#### LEARNER EXPECTATIONS:

The student will be able to list at least five tools used by three different workers.

#### MATERIALS:

Occupation and tool cards from Peabody Language Development Kit, Level No. 2.

#### SUGGESTED ACTIVITY NO. 7:

Have students examine their career notebooks to find out what careers they learned about, which they knew little or nothing of at the beginning of the school year. Have them relate what they have learned in informal sharing periods—

- what they have learned about the world of work in general, and
- various occupations in particular.

#### MATERIALS:

Individual career notebooks

#### NOTE TO TEACHER:

This activity should be a culminating activity and should be concluded with a test.

#### SAMPLE EVALUATION FORM:

Evaluative procedures for the fifth grade will, of necessity, be a continuous process using both objective and subjective data. Teacher will find it helpful to keep a daily log including her observations and anecdotes of class and individual behavior during the various activities. By making notes periodically indicating especially effective or ineffective methods, activities, and materials, the program will constantly be improved.

Evaluation of the growth of each individual child is germane to the evaluation of the total program. The following methods are suggested as means of determining the

development of the child's understanding of the nature of work.

Give children a list of open-ended sentences regarding the concepts they have learned during the year. How they respond will determine the gain in understanding and what is important to them.

- People need to cooperate in many occupations because . . . . .
  - A worker needs to know about supply and demand because . . . . .
  - Some people move because . . . . .
  - I see myself twenty years from now as  
a . . . . .
  - I am going to school because . . . . .
  - One of the things I need to know about the world of work is . . . . .
  - People work because . . . . .
  - Sells cars to people.  
Fixes cars so people can drive them.  
Shows students how to use numbers.
  - Aids the pilot in all flying activity, keeps flight records, instrument readings, and relieves pilot.  
The number-one flight attendant who keeps records and sees that passengers are comfortable.
  - Massages parts of players' bodies to relieve soreness, strain and bruises.  
Plans recreational activities for recreational program, hires and supervises camp staff.  
Plans and prepares news for T.V. announcers.
  - Present short paragraphs depicting problem situations which the students are
- 10

- (10) Roustabout  
(11) Lumberjack  
(12) Sports Cartoonist  
(13) Lifeguard  
(14) Athletic Trainer  
(15) Camp Director

- (10) Roustabout  
(11) Lumberjack  
(12) Sports Cartoonist  
(13) Lifeguard  
(14) Athletic Trainer  
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- (10) Roustabout  
(11) Lumberjack  
(12) Sports Cartoonist  
(13) Lifeguard  
(14) Athletic Trainer  
(15) Camp Director

asked to solve on the basis of what they have learned throughout the year. The evaluation of the children's responses will necessarily be subjective, but indicative of the ability to apply those concepts learned throughout the year.

#### EXAMPLE:

John Jones and his family live in a small town. John is a shoe repairman and has built up a fine business. However, two more shoe repairmen move to town and John Jones' business drops off. What shall John do about it?

**Goal A:** explore and assess personal attitudes, aptitudes, attributes and interests.  
**General concept:** workers may produce goods or provide services.

**Objectives:** See previous goal "A."

**Suggested subject area:** social studies, math

**SUGGESTED ACTIVITY NO. 1:**

Have class list the occupations associated with mathematics under headings "Producer of Services" and "Producer of Goods." The children will need to explore the occupations under consideration to some depth in order to determine what, exactly, the worker produces.

#### LEARNER EXPECTATIONS:

Students will be able to write a short paragraph explaining the difference between goods and services.

#### MATERIALS:

1. Norris, Willa and Manheimer, Wallace. **What Good Is Math?** S.R.A., pp. 40-43.
2. Tennyson, W. W. et al. **The Teacher's**

**Role in Career Development.** Minnesota Dept. of Education, pp. 78-80.

3. Widening Occupational Roles Kit, S.R.A.

#### NOTE TO TEACHER:

Have class review the meaning of the terms goods and services. Make sure the children have clear understanding of these terms before proceeding to next activity.

#### SUGGESTED ACTIVITY NO. 2:

Have each student select a career associated with mathematics and find out, by reading and/or interviewing, information to answer questions in the column to the right. Brief oral reports can be given to the class by each student if time permits. Written report can be included in each student's career notebook.

#### LEARNER EXPECTATIONS:

1. Students will present an oral report on a career associated with mathematics.
2. Students will write a report on a career associated with mathematics and include it in their career notebook.

#### NOTE TO TEACHER:

Sample report form:

a. Nature of work

- (1) What does the worker actually do on the job?

- (2) Does he produce goods or services?

- (3) What tools does he use?

- (4) What are the working conditions?

- (5) Hours?

- (6) Surroundings?

- b. Qualifications

- (1) What special abilities are required?
- (2) Age?
- (3) Physical characteristics of the worker?

**SUGGESTED ACTIVITY NO. 3:**  
Have class develop a pie graph depicting percentage of workers explored in previous activity or approach No. 1, who produce (a) goods, (b) services, (c) both goods and services, and (d) unknown.

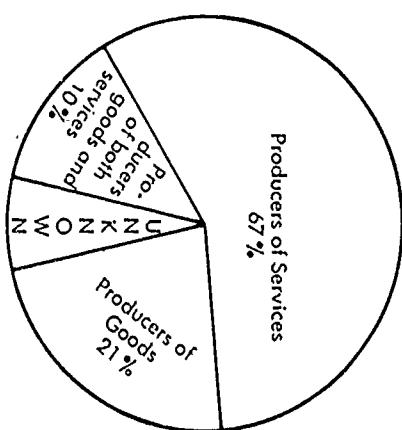
#### LEARNER EXPECTATIONS:

Student should be able to explain in written or oral form the difference between producers of goods and producers of services and the percentage of people employed in each category.

#### NOTE TO TEACHER:

Sample pie graph—mathematic careers

NOTE: The percentages should be based on the children's findings.



#### SUGGESTED ACTIVITY NO. 4:

Review concept with class: some workers produce goods; others produce services (inasmuch as this is the last time this concept will be discussed at any length). Hopefully, the children can begin generalizing this concept to all areas of the world of work. The teacher may aid this process of generalization by asking the following questions:

- Why do we need producers of goods?
- Why do we need producers of services?
- How do producers of services and goods help our community or nation?
- How many producers of goods can you think of?
- How many producers of services can you think of?

#### LEARNER EXPECTATIONS:

Student should be able to orally or in written form answer the five questions posed above.

#### REFERENCES:

- Fenton, Carroll Lane and Kitchen, Herminie. *Fruits We Eat*. Doubleday, 1961.
- Foster, Joanna. *Pages, Pictures, and Print: A Book in the Making*. Harcourt, 1958.
- Billings, Henry. *Construction Ahead*. Viking, 1951.
- Coombs, Charles Ira. *High Timber: The Story of American Forestry*. World, 1960.
- Brooks, Anita. *The Picture Book of Tea and Coffee*. Day, 1961.

**Goal A:** explore and assess personal attitudes, aptitudes, attributes and interests.

**General concept:** basic skills are necessary for most jobs.

**Objectives:** See previous goal "A."

**Suggested subject area:** social studies

#### SUGGESTED ACTIVITY NO. 1:

Discuss with children answers to the following questions:

- Why do we have schools?
- Why is school important to people?
- How can school help people prepare for work?
- What should we expect to gain from school experiences?
- What can we do to get the most out of school?

#### LEARNER EXPECTATIONS:

Children will discuss questions that will lead to generalizations about importance of school leading to a career.

#### NOTE TO TEACHER:

List children's suggestions on chalkboard. These ideas can be reconsidered and regrouped to formulate generalizations regarding school as a preparation for a career. This list can be saved for further additions.

#### SUGGESTED ACTIVITY NO. 2:

Have children explore various occupations (by reading or interviewing) to discover:

- Level of education needed
- Facility in particular school subjects needed

**LEARNER EXPECTATIONS:**  
Children will discover that certain skills

are needed for various occupations.

**MATERIALS:**  
Occupational Charts, F. A. Owen Publishing Co., Dansville, N. Y.

#### SUGGESTED ACTIVITY NO. 3:

Have children begin making career notebooks with short paragraphs included regarding activities No. 1 and 2 (see above). These notebooks can be kept and added to during entire school year.

#### LEARNER EXPECTATIONS:

Children will plan and start developing a career notebook.

#### MATERIALS:

Spiral notebooks or manila folders — enough for each child in classroom to have his own.

#### NOTE TO TEACHER:

These notebooks can serve as basis for review during month of May and evaluation of progress.

#### SUGGESTED ACTIVITY NO. 4:

Show filmstrip relating importance of school to work. At the conclusion of film, the class may discuss the following question: How should a person decide on the amount of education he would like to have?

#### LEARNER EXPECTATIONS:

Students will be able to list three reasons why school is important in getting and keeping a job.

#### FILMSTRIP:

**What Good Is School?** Walter M. Lifton, Society for Visual Education, Inc., Chicago, Illinois.

#### SUGGESTED ACTIVITY NO. 5:

Direct students in the class to visit three

people in the community. See what they do on their job during an eight-hour day. How often do they need to know the things you learn in school? Pick one of the people they have interviewed and list the subjects he or she took in school. What other jobs could they get?

**LEARNER EXPECTATIONS:**

Students will fill out questionnaire on the three people they have interviewed.

**NOTE TO TEACHER:**

Develop with your class a simple questionnaire to help students accomplish activity.

**SUGGESTED ACTIVITY NO. 6:**

Direct children to read related books.

**LEARNER EXPECTATIONS:**

Students will write a short summary of at least two books they have read.

**STUDENT REFERENCES:**

1. MacMann, Elaine. **Risky Business**. Putnam, 1956.
2. **Tommy Looks at Farming**. B. F. Goodrich Co., Akron, Ohio.
3. Colby, Carroll Burleigh. **Police: The Work, Equipment, and Training of Our Finest**. Coward, 1954.
4. Floherty, John Joseph. **Our F.B.I. An Inside Story**. Lippincott.
5. Gibson, Michael Dara. **Rescue from The Air**. Abelard, 1960.

**Goal B:** examine the concepts of work and work roles and the multiple occupational possibilities.

**General concept:** workers are interdependent.

**Objectives:**

1. Identify the many kinds of work and occupations, and the interdependence of each.
2. Explore several occupational areas.
3. Recognize that career selection may be based on a hobby.
4. Identify similar and contrasting job opportunities.
5. Analyze the changing nature of career opportunities.
6. Name and examine a variety of occupations.

**Suggested subject area:** social studies, language arts

**SUGGESTED ACTIVITY NO. 1:**

Have children "brainstorm" the word "cooperation." Ask each child to name the first thing that pops into his head when the word "cooperation" is used. Carry on a divergent discussion about their responses. Be careful not to indicate judgment of quality of answers from students.

**LEARNER EXPECTATIONS:**

Student will be able to list at least two examples which will demonstrate their understanding of the word "cooperation."

**NOTE TO TEACHER:**

Develop a list of questions for use in carrying on the discussion with the class.

**SUGGESTED ACTIVITY NO. 2:**

Direct students to find definition(s) of the

word "cooperation" in the dictionary. Discuss the importance of cooperation in:

- a. the home
- b. school
- c. world of work

Direct discussions that illustrate the student's role in both the home and school with regard to cooperation.

Using this background, encourage discussion concerning cooperation in the world of work.

**LEARNER EXPECTATIONS:**

Students will have a working understanding of "cooperation" in home, school and world of work as evidenced by their ability to write or verbalize at least two synonyms for the word "cooperation."

**REFERENCE MATERIALS:**

Supply of dictionaries  
Pocket thesaurus

**NOTE TO TEACHER:**

Questions should be prepared by the teacher prior to the discussion period.

**SUGGESTED ACTIVITY NO. 3:**

Invite representative of local business firm to discuss the need for cooperation among workers in completing a product.

Questions to be discussed by the speaker:

- a. Can a business firm exist without cooperation?
- b. Why are types of cooperation required for a business to be successful?
- c. How important is cooperation between labor and management?

**LEARNER EXPECTATIONS:**

Students will be able to list at least five examples of cooperation within a business

**NOTE TO TEACHER:**

Contact representative from business firm well in advance of his appearance in the class. Advise him of the class make-up and what he is expected to talk about.

**SUGGESTED ACTIVITY NO. 4:**

Take class on a field trip to a local business firm.

Ask students to observe evidence of cooperation among workers. Have students show lines of authority and responsibility of workers.

After the field trip, discuss with the class their observations.

**LEARNER EXPECTATIONS:**

1. Students should be able to cite four examples of cooperation among workers.
2. Students should be able to state in written form or orally what would happen if one worker in the business firm failed to cooperate.

**NOTE TO TEACHER:**

Prepare for the trip in advance. Locate key workers and prepare information sheet of various occupations in the firm for students.

**SUGGESTED ACTIVITY NO. 5:**

Assign a writing activity relating to observations and understandings of "cooperation" among workers. This will initiate a "Career Awareness notebook." Include pictures.

**LEARNER EXPECTATIONS:**

Students will, through their notebook, illustrate with a written paragraph or art pro-

ject, their understanding of cooperation among workers.

**MATERIALS:**

Notebooks

Magazines

Art Supplies

- a. paper
- b. crayons
- c. scotch tape
- d. scissors
- e. rules

**NOTE TO TEACHER:**

Have students bring magazines or pictures relating to the topic "Cooperation Among Workers is Important."

**SUGGESTED ACTIVITY NO. 6:**

Ask students to prepare a list(s) of the people with whom they work. Discuss with class why cooperation with these individuals is important.

Ask students to prepare a list of their parents' social friends. Instruct students on interviewing strategies that could be employed when interviewing parents.

Compare and contrast the two lists. Discuss the need for cooperation between white collar and blue collar workers.

**LEARNER EXPECTATIONS:**

Students should be able to explain the need for cooperation between blue collar and white collar workers, and evaluate the number of friends that appear on both lists; and, synthesize about the socialization and cooperation aspects of work.



## Grade level 6

### 1. Sample bulletin board:

What do you do with your day?

#### First Stage

SUGGESTED ACTIVITY NO. 2:  
Have the class make a list of activities they do when they are not in school or asleep. This list should be kept for future reference.

**Goal A:** explore and assess personal attitudes, aptitudes, attributes and interests.  
**General concept:** individuals vary in their interests and abilities.

#### Objectives:

1. Assume responsibility for classroom and school jobs and evaluate performance.

2. Analyze personal interests and aptitudes.

3. Examine occupations with respect to interest and aptitudes.

**Suggested subject area:** social studies

#### SUGGESTED ACTIVITY NO. 1:

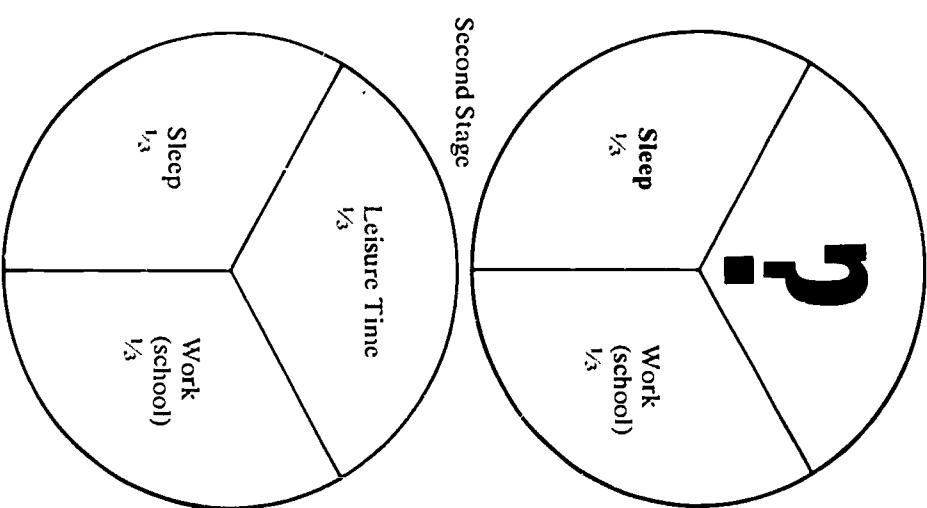
Introduce the activity with a bulletin board showing the proportion of time per day an individual spends doing different things. The class will discuss how much time per day they sleep and how much time they work or go to school. The teacher will ask the students what happens during the remainder of the time. Through class discussion, the children can be led to see that the activities done in the remaining one-third of the day are labeled **leisure time activities**.

The teacher will remove the third of the pie graph labeled with a question mark to reveal underneath the last one-third of the graph — **leisure time**.

#### LEARNER EXPECTATIONS:

The student will be able to, in written form, explain the difference between the terms **leisure** and **work**.

#### MATERIALS:



Through discussion the teacher can help the students see that you choose a hobby in something that interests you. You like to work at it and plan it out by yourself. You choose an occupation similarly in a field that interests you. You hope to succeed in it, even though you very likely must carry out somebody else's ideas and plans. The chief difference between a hobby and an occupation is this: A hobby is something you carry on in your own spare time without any thought of pay or reward, but an occupation is something in which you exchange your services during regular hours for money.

#### LEARNING EXPECTATIONS:

Same as for activity No. 1.

SUGGESTED ACTIVITY NO. 3:

To help the students understand that sometimes hobbies or leisure time activities influence career choice, they may interview their parents or other workers.

Have class discuss and summarize the results of their survey.

#### LEARNER EXPECTATIONS:

The student will interview his parents and others regarding their hobbies and report to the class orally his findings.

**NOTE TO TEACHER:**

Sample questionnaire form:

1. Name of occupation . . . . .
2. What did you like to do when you were my age? . . . . .
3. What hobbies did you have when you were young? . . . . .
4. Do you think that the hobbies and interests you had when you were my age had any influence on your choice of an occupation? . . . . .

**SUGGESTED ACTIVITY NO. 4:**

Have the class define fine arts by looking in a dictionary. Then they can list hobbies associated with the fine arts (music, drama, dance, painting, drawing, sculpture, and architecture). The students can locate hobbies in the accompanying chart and discuss career possibilities associated with each hobby.

**LEARNER EXPECTATIONS:**

The student will be able to explain verbally what career possibilities there are in the fields listed on Note to Teacher.

**NOTE TO TEACHER:**

Entry Classifications Indicated by Leisure-Time Activities (From Part IV of the Dictionary of Occupational Titles).

1. Artificial-flower making
2. Dancing
3. Dramatics
4. Drawing; sketching; cartooning
5. Etching
6. Handcrafts (beadwork, basketry, carving, crocheting, jewelry making, knit-

ting, needlework, rug making)

7. Interior decorating
8. Linoleum-block printing
9. Leather working
10. Literature
11. Mechanical drawing
12. Model making (ships, planes, etc.)
13. Modeling (clay, papier mache)
14. Music
15. Oil painting
16. Painting, decorative
17. Photography
18. Pottery
19. Public speaking
20. Toy making

**SUGGESTED ACTIVITY NO. 5:**

Show filmstrip **What Do You Like to Do?** Have the class discuss the following questions after the filmstrip:

- a. How can hobbies help you learn more about yourself?
- b. How can hobbies help you develop new skills?
- c. Why is it important to try new hobbies?

Make children aware of other resource references.

**LEARNER EXPECTATIONS:**

Student will be able in written form to answer the three questions posed above.

**FILMSTRIP:**

**What Do You Like to Do?** Society for Visual Education.

**OTHER FILMSTRIPS:**

1. **The Boy Mechanic.** Popular Mechanics Press, Chicago. 1945, p. 224.
2. **A Business of My Own.** Arthur E. Morgan, Community Service, Inc.,

Yellow Springs, Ohio. 1946, p. 184.

3. **Directory of Hobbies.** Charles B. Anrich, Amrich Press, Bridgeport, Conn. 1949, p. 79.

4. **Here's Your Hobby.** Harry Zarchy. Alfred A. Knopf, Inc., New York. 1950, p. 233.

5. **Hobby-House Ideas.** Celia M. Wright. The author, Sulphur Springs, Texas. 1950, p. 242.

6. **Hobby Publications.** U. S. Government Printing Office, Washington, D. C., 1954, p. 24 (free).

7. **Money-Making Hobbies.** Joseph Leeming. J. B. Lippincott Co., Philadelphia. 1948, p. 194.

8. **Money-Making Hobbies.** Popular Mechanics Press, Chicago. 1949, p. 158.

9. **101 Things for Girls to Do.** L. B. and A. C. Florth. J. B. Lippincott Co., Philadelphia. 1954, p. 80.

**Goal B:** examine the concepts of work and work roles and the multiple possibilities. General concept: there are many kinds of work.

**Objectives:**

1. Analyze the changing nature of occupations.

2. Explore occupations which are familiar.

Suggested subject area: social studies, language arts

**SUGGESTED ACTIVITY NO. 1:**

Ask the class to name all the ways that they can remember, which they have used, to



## SUGGESTED ACTIVITY NO. 5:

Plan a field trip to selected local businesses and industries. Solicit parental aid and divide your class into groups of no more than 4 per parent and per car.

Selected firms for investigation may include banks, grocery stores, plumbing firms, telephone company, etc.

Each group will be required to observe, record and report back to the class on its findings.

### LEARNER EXPECTATIONS:

The students will, utilizing tape recorders, photos and signs, create a collage that illustrates their findings of business firms and occupations.

### MATERIALS:

Cameras

Tape recorders

### NOTE TO TEACHER:

Teacher must give children basic instruction in "hardware" use and manipulation.

### SUGGESTED ACTIVITY NO. 6:

Each individual will want to report to the class a summary of his observations and his reaction to the career he investigated (Activity No. 5). The summary and observation report form may be added to the students' career notebooks.

### LEARNER EXPECTATIONS:

Students will gain greater insights and depth of understanding through students' reports to class as measured by a teacher-developed test.

### MATERIALS:

Individual students' career notebooks.

### NOTE TO TEACHER:

Develop a test that is representative of

career fields visited and which determines how observant the student was during the field trip.

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Fishing—net puller  
Quarrying—dynamiter  
Middle Atlantic states  
Coal mining—  
coal-pulverizing operator

Manufacturing—  
doll-eye setter  
(1) Electrical wares — picture  
tube installer  
(2) Iron and steel — mixer operator  
— hot metal  
(3) Photographic equipment —  
color printer operator  
(4) Canning — can patcher  
(5) Shipbuilding — wood caulk  
ator — leaf conditioner helper

Cotton—  
hoe sharpener  
(1) South Central states  
Petroleum—roustabouts  
Cattle raising—drover

Farming  
(1) Dairy—cow washer  
(2) Corn—corn picker  
West Central states

Flour milling—  
mixer operator  
Sheep raising—herder  
Wheat—wheat grower

Mining  
(1) Gold—prospector  
(2) Silver—blaster

(3) Copper—shuttle car operator  
Smelting—furnace operator  
Vegetable growing—truck farmer

a. New England states  
Textile—  
bag and sack sewer

Metal—riveter  
Metal states

b. Pacific states

Fruit grower—apricot packer  
Lumbering — lumberjack  
Airplane manufacturing—  
airplane designer

**SUGGESTED ACTIVITY NO. 2:**

Review with the class the various regions of the United States and the principal industries. The teacher will want to help the class understand that some occupations can be found anywhere and some can be found in only particular areas of our nation. Make two lists on the chalkboard or overhead projector:

- Occupations found in most regions.
- Occupations found in only particular regions.

**LEARNER EXPECTATIONS:**

The students will be able to list at least five occupations which prevail in most regions of the United States.

**SUGGESTED ACTIVITY NO. 3:**

Divide the class into eight committees to explore occupations found in an assigned region of the country. They may be encouraged to read textbooks and supplementary books, view filmstrips, interview people in the community who have traveled rather extensively, and write letters to get information from chambers of commerce and state capitals.

Committees will give a summary report of their findings to the entire class. They may want to collect and arrange on bulletin boards or charts some pictures on certain industries found in particular regions. The outline map used in Activity No. 1 can be utilized here, if desired.

**LEARNER EXPECTATIONS:**  
The student will be able to identify at least three major occupations for each region of the United States.

**FILMSTRIPS:**

- The U. S. Great Plains
- The U. S. South
- The U. S. Northeast
- Far Western States
- Southwestern States

Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Ill.

**FILMS:**

**The Central Farming Region.** Food for the Nation. McGraw-Hill Text Film, New York.  
**Forest Murmurs.** Interlude Films, Glendale, California.

**The Great Plains.** McGraw-Hill, New York.

**The Gulf Coast Region: The South's Land of Opportunity.** McGraw-Hill, New York.

**SUGGESTED ACTIVITY NO. 4:**

Ask the children how many times they have moved in their lives. Ask them, of those moves, how many moves were due to job changes in the family. These may be tabulated and developed into bar graphs, either individually or collectively.

Suggest to students that people live frequently where a particular kind of work is found.

**LEARNER EXPECTATIONS:**

The student will be able to state in writing at least two reasons (related to occupations) why people move.

**MATERIALS:**

Graph paper and thin line magic markers

**Goal B:** examine the concept of work and work roles and the multiple occupational possibilities.

**General concept:** technological and sociological changes eliminate and create jobs.

**Objectives:** See previous goal "B."

**Suggested subject area:** social studies

**SUGGESTED ACTIVITY NO. 1:**

Present the following cause and effect relationships and ask the students to make suggestions as to the missing part. (If the term "cause and effect" is unfamiliar to the students, the teacher may need to explain briefly the term at this point.)

**Cause and effect discussion problems:**

- Effect — Bill Brown has been an elevator operator for twenty years. He takes great pride in his work. His elevator is always spotless and he tries not to stop the elevator suddenly so the people he takes up and down will not be jarred. But one day, Bill Brown doesn't have a job anymore. What could be the cause for this?
- Cause — A scientist discovers a way to harness and use the tremendous electrical power generated in a bolt of lightning. To do this, he had to develop a different kind of machinery which has thousands of separate parts which have to be carefully assembled. What is likely to be the effect on occupations?
- Cause — A scientist discovers a new use for a chemical that will preserve food without having to can or freeze it. By spraying the food with the chemical, it is indefinitely preserved

and is not harmful to people. What might be the effect?

d. Effect — Susan Brown became interested in computers when she was in school. Since her interest and abilities were in this area, she decided to go to

a technical school to become a computer operator. When she finished her training, she found that instead of only a few jobs available, there were many companies who wanted her to work for them. What was the cause? Through discussion the class should be able to see that science frequently is a cause which affects work and workers.

#### LEARNER EXPECTATIONS:

The student will be able to state at least three scientific developments and identify the resulting effect to work and workers.

#### SUGGESTED ACTIVITY NO. 2:

View a film or filmstrip depicting some of the changes that have occurred in our society. The class may discuss the scientific causes resulting in change and its influence on careers.

#### LEARNER EXPECTATIONS:

The student will be able to identify one recent development in society and state the probable scientific cause.

#### FILMSTRIP:

**Our Changing World**, Department of Education, San Diego County, Audio-Visual Service, Henry R. McCarty, Director, San Diego, California.

#### SUGGESTED ACTIVITY NO. 3:

Develop a transparency of the accompanying diagram. The class can discuss how discoveries in science affect technology. The

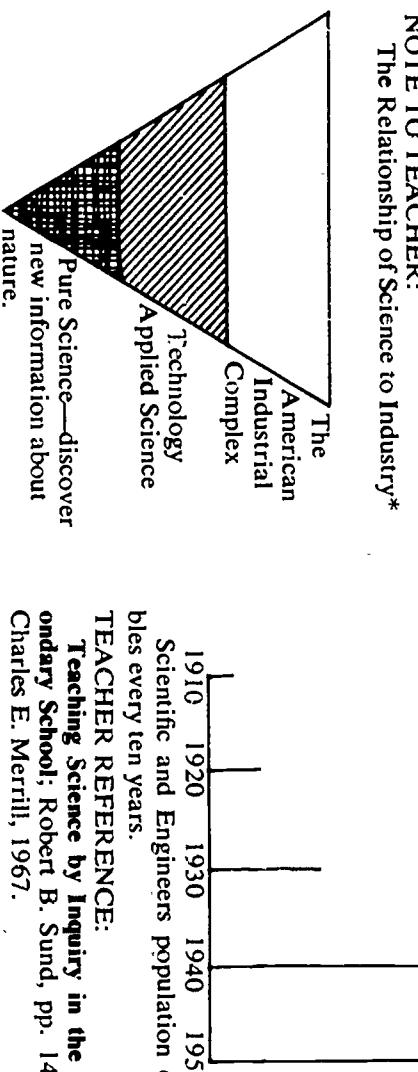
NOTE TO TEACHER:  
Make a transparency that illustrates the growth.

class will want to note how an increase in pure science results in a widening of the entire triangle. Further, an increase in scientific information requires more scientists and engineers to apply the knowledge resulting in greater industrial expansion.

#### LEARNER EXPECTATIONS:

The student will be able to state in writing how scientific advancements create additional needs for more scientific information.

#### NOTE TO TEACHER: The Relationship of Science to Industry\*



#### SUGGESTED ACTIVITY NO. 4:

Discuss the projected need for scientists and what the likely reasons are in this cause and effect relationship.

#### LEARNER EXPECTATIONS:

The student will be able to describe in writing the anticipated need for scientists and engineers.

Read a variety of books on scientists and inventors who have had an impact on our lives. Brief oral reports will want to be given to the class by each student with an emphasis on the impact of the scientists' contribution(s) on the world of work.

#### LEARNER EXPECTATIONS:

The student will select a scientist or inventor and describe in writing the effect his invention has had on our lives.

#### SUGGESTED ACTIVITY NO. 6:

Have each student interview one worker.

who has been in his occupation at least ten years to find out how technology and scientists have changed his work.

The children will want to share the results of their interviews with each other. They then may be able to draw some conclusions as to the effects that science and technology have on work and the worker.

#### LEARNER EXPECTATIONS:

The student will be able to describe in writing the effects of science on a worker that he has interviewed.

#### SAMPLE INTERVIEW FORM:

1. Interviewer . . . . .
2. Date . . . . .
3. Name of occupation . . . . .
4. Number of years in present occupation . . . . .
5. Duties . . . . .
6. Working conditions . . . . .
7. Is your work any different than it was ten years ago? . . . . .
8. How is it different? . . . . .
9. Do you use equipment or tools that are different from what you used ten years ago? . . . . .
10. What has made the difference? . . . . .
  - a. inventions . . . . .
  - b. scientific discoveries . . . . .
  - c. technological improvements. . . . .
11. Is your work easier for you to do than it was ten years ago? . . . . .
12. Why or why not? . . . . .

#### SUGGESTED ACTIVITY NO. 7:

Review the term supply and demand with the class and relate its influence upon career choice. Guide the discussion by using the following questions:

- a. What does supply mean?
- b. What does demand mean?
- c. What does the term supply and demand mean?
- d. How can the idea of supply and demand influence the career a person goes into when he is grown?
- e. Why should a person find out about the supply of the demand for jobs in the occupation he is considering?

#### NOTE TO TEACHER:

You may wish to gain some information on supply and demand from your local employment security office. They have projected employment needs for a variety of occupations. You may also look at your own field of teaching to illustrate how supply and demand changes.

#### SUGGESTED ACTIVITY NO. 8. (optional)

Prepare a transparency of the accompanying information and discuss it with the class. The chart can be made in a two-stage overlay transparency — part one showing the format and 1964 information, and part two showing the projected 1975 information.

The class will want to discuss:

- a. 1964 levels of numbers of jobs in various industries.
- b. 1975 projected levels of number of jobs in various industries.
- c. Projected growth of various industries.

#### SUGGESTED ACTIVITY NO. 9:

Divide the class into three committees and investigate the kinds of (a) scientists, (b) engineers, (c) technicians. Each committee may read resource materials and write letters to the various foundations for information regarding careers related to its assigned topic.

The committees will want to report their findings to the class. This may be done in the form of charts or murals.

#### LEARNER EXPECTATIONS:

The student will select one scientific field and collect career information related to the field. He will report his findings to the class.

#### STUDENT REFERENCES:

1. Occupational Brief Widening Occupational Role Kit, Grades 6-9. SRA.
2. Career Index, 1967-68. Chronicle Guidance Publications, Inc., Moravia, New York.
3. Handbook of Job Facts, SRA.

4. **Should I Study Engineering Career**

- Crossroads.** (Free) The Engineering Foundation, Taylor Hall 159, The University of Texas, Austin, Texas 78712.  
5. Buehr, Walter. **Underground Riches: The Story of Mining.** Morrow, 1958.  
6. Bergaust, Erik. **Rockets of the Army.** Putnam, 1960.  
7. Boardman, Ron. **Roads.** Balch, H. A., 1958.  
8. Buehr, Walter. **Oil—Today's Black Magic.** Morrow, 1957.

**Goal C:** develop attitudes, knowledge and skills needed for effective employment.

**General concept:** basic skills are necessary for most jobs.

**Objectives:**

1. Examine qualifications needed by workers in various jobs.
2. Recognize that occupations have vocabularies unique to them.
3. Relate the value of personality traits to doing a job.
4. Describe tools and equipment needed in various occupations.
5. Integrate computation skills and design capabilities with production skills.
6. Examine and work with tools.
7. Use and store AV equipment.
8. Become aware that most jobs are not so simple as they seem.

**Suggested subject area:** language arts

**SUGGESTED ACTIVITY NO. 1:**

Relate the following story using a transparency or a bulletin board.

Pete has been going to school a number of years. He has learned many things in school — how to read and write, how to multiply and divide, what makes the world tick, and how to stay healthy (remove cloud a). He knows all about himself — what his interests and abilities are.

He is interested in football, music, and making things (remove cloud b). He knows he has mechanical ability and musical ability (remove cloud c).

Pete is now ready to go to work — he thinks. But wait a minute, there's something wrong here. Something is missing! What is it?

Through class discussion and speculation the students should be able to arrive at the conclusion that Pete needs information about careers (at which time the teacher may remove cloud d).

**LEARNER EXPECTATIONS:**

The student will be able to state in writing why he needs career information.

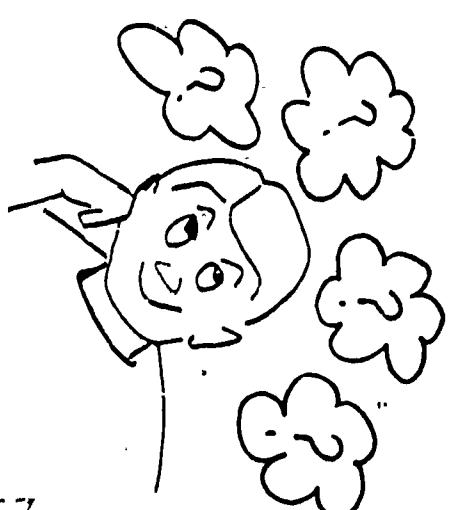
**MATERIALS:**

Sample bulletin board or overlay transparency (next column):

Each of the "thinking clouds" can be removed at the appropriate time to reveal the following terms:

- a. School preparation
- b. Interests
- c. Abilities
- d. Career information

**SUGGESTED ACTIVITY NO. 2:**  
Review the four main areas of the lan-



guage arts program — listening, speaking, reading, and writing — and ask the students to relate how these tools can be used to obtain information regarding careers. The class may list ways of gathering career information under the appropriate language arts headings. These lists will need to be saved for future reference.

**LEARNER EXPECTATIONS:**

The student will be able to identify at least four specific ways he can obtain career information.

**NOTE TO TEACHER:**  
Develop with the class a list that looks something like the following:

**1. Listening**

- a. Tape recordings
- b. Records
- c. Work sounds
- d. Films
- e. Filmstrips
- f. Workers' talk

**3. Reading**

- a. Career books
- b. Work kits
- c. Library books
- d. Magazines
- e. Textbooks
- f. Pamphlets
- g. Occupational briefs
- h. Newspapers

**2. Speaking**

- a. Interviews
- b. Role playing
- c. Skits
- d. Debates
- e. Discussion
- f. Oral reports

**4. Would it have been helpful to use more than one language arts technique?**

- 5. Name of occupation investigated . . . . .
- 6. Usual duties of occupation . . . . .
- 7. Preparation necessary for occupation . . . . .
- 8. Working conditions . . . . .
- 9. Advantages of occupation . . . . .
- 10. Disadvantages of occupation . . . . .

Language arts careers:

1. Speech therapist
2. Writer
3. Lawyer
4. Clergyman
5. Journalist
6. Radio announcer
7. Actor
8. Telephone operator
9. Proofreader
10. Reading specialist

11. Tutor

12. Auctioneer

13. Floorwalker

14. Usher

**REFERENCE FOR TEACHERS:**

Tennyson, Wesley W., **Teacher's Role in Career Development**, page 69, National Vocational Guidance Association.

**SUGGESTED ACTIVITY NO. 4:**

The student will select one language arts career, secure information about it, and prepare a written or oral report on the occupation.

**NOTE TO TEACHER:**

Sample informational form:

1. Name of investigator . . . . .
2. Language arts skill used to obtain information . . . . .
3. Was the technique used in gathering information effective? . . . . .

**LEARNER EXPECTATIONS:**

The student will state his conclusions for this unit by writing the two paragraphs as stated above.

**NOTE TO TEACHER:**

You should point out the major points the student should include in the two short paragraphs.

# Appendix

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## resources for career awareness program

### code:

#### skills

- A—Explore and Assess Personal Attitudes, Aptitudes, Attributes, and Interests
- B—Examine the Concepts of Work and Work Roles and the Multiple Occupational Possibilities
- C—Develop Attitudes, Knowledge and Skills Needed for Effective Employment

#### curriculum area:

- A — Art
- LA — Language Arts
- SS — Social Studies
- SC — Science
- MU — Music
- H — Health
- IA — Industrial Arts
- MA — Math
- G — General
- I — Illustrated

## BOOKS

	Suggested grade level	curriculum goal area	
<b>AUTOMATION: THE CHALLENGE OF MAN AND MACHINES IMPACT OF AUTOMATION ON LABOR AND ECONOMY*</b>			
ABC OF BUSES*	K-3	B	LA
Dorothy Shunkelworth; Doubleday & Co. 1965	K-3	B	LA
THE ABC OF CARS, AND TRUCKS*	K-3	B	LA, SS
Ann Alexander; Doubleday & Co. 1958	K-3	B	LA, SS
ABC'S OF THE OCEAN	1-3	B	SC
Ivan Asimov; Walker & Co. 1970	1-3	B	SC
ABC RHYMES*	K	A	LA
Carl Wenzel; Golden Press 1970	K	A	LA
ABOUT THAT AMAZING PORTLAND CEMENT!	K-3	B	LA, SS
Dorothy Teller; Belmont Publishing Co. 1971	K-3	B	LA, SS
AEROSPACE PILOT*	4-6	C	SS, SC
Charles Coombs; W. Morrow & Co. 1964	4-6	B-C	SS, SC
AIR FORCE ACADEMY*	C	B	SS, SC
C B Coby; Coward-McCann Inc. 1962	5-6	B	SS, LA
AIRPLANES, AND TRUCKS, AND TRAINS, FIRE ENGINES, BOATS AND SHIPS, AND BUILDING AND WRECKING MACHINES*	K-4	B-C	SS, SC
George Zaffo; Grosset & Dunlap 1968	K-4	B-C	SS, SC
AIRPORTS U.S.A.*	3-6	B	SS, SC
Tow Jacobs; Elk Grove Press 1967	3-6	B	SS, SC
ANIMAL DOCTORS WHAT THEY DO*	3-6	B	SS, SC
Gong Greene; Harper & Row Publishing Co. 1967	1-4	B	SS
ANIMALS, CADETS, TRAINING AND EQUIPMENT*	K-4	B-C	SS, SC
C B Coby; Coward-McCann 1968	4-6	B	LA
A PLACE TO LIVE*	K-3	B	LA
Jerome Brumberg; Parents Magazine 1970	K-2	A-B	LA
THE AQUANAUTS*	K-3	B	LA
Arthur Schaffer; Coward-McCann 1971	3-6	B	SC
THE ARCHITECTS*	K-3	B	SC
Leopard E Fisher; F. Watts Inc. 1970	3-6	B	SS
AT THE BAKERY*	K-3	B	SC
Lillian Colenovs; McGraw 1967	K-3	B-C	SS
AT THE AIRPORT*	K-3	B	SC
Lillian Colenovs; McGraw 1967	K-3	B	SC
A THIS AND THAT IN THE BAKERY*	1-3	B	SS, SC
E P Gibbon; L. W. Singer Co. Random House Inc. 1967	2-3	B	MU
ATOMIC EXPERIMENTS FOR BOYS	5-6	B	SC
Peymond F Yule; Harper & Row 1971	5-6	B	SC
<b>CHILDREN AS FILM MAKERS*</b>			
John Ladislo & Michael Van Nostrand-Rhinehart 1970	2-6	A-B	LA, A
THE CITY LET'S FIND OUT A HOUR*	2-4	B	SS
The Valentine Pitt; F. Watts Inc. 1966	2-4	B	SS
BEHIND THE SCENES AT AN AIRPORT*	4-6	B-C	SS
David C Cooke; Dodd, Mead & Co. 1968	2-6	B-C	SS, SC
BEHIND THE SCENES IN TELEVISION*	4-6	B-C	SS, SC
Rev'd C Cooke; Dodd, Mead & Co. 1967	4-6	B-C	SS, SC
BEHIND THE WHEEL*	4-6	B	LA, SC
Robe' B Jackson; Henry Z. Welsh 1971	4-6	B	LA, SC
THE BIG BOOK OF WHEELS*	K-3	B	LA
Felix Sutton; Grosset & Dunlap 1963	K-2	B	SS
BILL TUGGAN'S BUSY TOWN*	K-2	B	SS
Bill Dugan; Golden Press 1969	K-2	B	SS
THE BOYS' BOOK OF COMMUNICATIONS*	K-2	B	SS
Raymond F Yates; Harper & Row 1969	4-6	A-C	SC
A BOY AND A MOTOR*	4-6	A-C	SC
Raymond F Yates; Harper & Row 1969	4-6	C	SC
THE BOYS' FOURTH BOOK OF RADIOS AND ELECTRONICS*	4-6	C	SC
Alfred Morgan; Charles Scribner's Sons 1969	5-6	A	SC
THE BOY'S BOOK OF TOOLS*	4-6	A	SC
Raymond F Yates; Harper & Row 1965	3-6	C	SS, A
THE BEAD BOOK*	4-6	B-C	H, SS
Carolyn Meyer; Harcourt Brace 1971	4-6	B-C	H, SS
A BUILDING GOES UP*	4-6	B-C	H, SS
Ely J. Jackson; John Simon & Schuster 1969	4-6	A-B	LA
BUILDING WITH BALSA WOOD*	4-6	C	SC
John L. Stone; Van Nostrand Reinhold 1968	4-6	C	SC
BUILDING WITH LADDERBOARD*	4-6	C	SC
John L. Stone; Van Nostrand Reinhold 1968	4-6	C	SC
BUD DODGE DEEP WATER MAN*	4-6	C	SC
Ruth Ann Cloesky 1966	4-6	C	SC
BUSINESS IN ACTION*	4-6	C	SC
Arthur D. Daniels; Harper 1967	4-6	B-C	SS, MA
EVERDAY MACHINES AND HOW THEY WORK*	4-6	B-C	SC
He men Schneide; McGraw Hill 1969	4-6	B-C	SC
EXPLORING THE WORLD OF OCEANIC CRAFTSMAN*	4-6	B-C	SC
Dorothy Teller; Chilton Press 1968	4-6	B-C	SC
FAIRIES LIVE ON THE PINE*	4-6	B-C	SC
Stephen K. Nease; Follett 1969	4-6	B-C	SC
THE FARMER AND HIS CITIES*	4-6	B-C	SC
James L. Flanagan; Scott, Foresman 1969	4-6	B-C	SC
FBI HOW G-men USE SCIENCE AS WELL AS WEAPONS TO COMBAT CRIME*	4-6	B-C	SC
C B Cosby; Coward-McCann 1969	4-6	B-C	SC
THE FBI STORY*	4-6	B-C	SC
The Dan Whalen; Random House 1967	4-6	A-B-C	LA, SC

**BOOKS**

		Suggested grade level	curriculum goal area	
<b>FIRE ALARM! THE STORY OF A FIRE DEPARTMENT*</b> Paul C. Dietrich; Van Nostrand-Reinhold Co.	3-6	B	SS	J. A. Evans; G. P. Putnam's Sons 1971
<b>THE FIRST BOOK OF COMMERCIAL FISHING*</b> C. William Houston; F. Watts, Inc. 1964	4-up	A-B	SS	Eugene M. Baker, Childrens Press 1960
<b>FIRST BOOK OF HOSPITALS*</b> Harold Cox; F. Watts, Inc. 1964	3-6	B-C	SC	Architect Forester Sales Clerk Secretary Taxi Driver
<b>FISH AND WILDLIFE. THE STORY OF THE WORK OF THE FISH AND WILDLIFE SERVICE*</b> C. B. Colby; Coward-McCann 1955	4-up	B-C	SC, SS	Cont. Greene, Childrens Press 1966
<b>THE FIRST BOOK OF NURSES*</b> Eleanor Koy; F. Watts, Inc. 1968	3-6	A-B-C	SC, SS	Airplane Hostess Animal Doctor Baker Baseball Dancer Bus Driver Carpenter Cowboy Dairy Farmer Dentist Doctor Farmer Fireman Fisherman Hornemaker Librarian Mechanic Musician News Reporter Nurse Orange Grower Pilot Postman Restaurant Owner Road Builder Scientist Space Pilot Storekeeper Teacher Telephone Train Engineer Truck Driver Zoo Keeper
<b>THE FIRST BOOK OF SUPERMATS*</b> Jeanne Bendick; F. Watts, Inc. 1954	2-5	B-C	SC, SS	K-4
<b>FORESTS ARE FOR PEOPLE*</b> Frances and Dorothy Wood Dodd, Mead & Co. 1971	4-6	B	LA, SC	A-B-C Areas
<b>THE GIANT BOOK OF THINGS IN SPACE*</b> George J. Zaffo Doubleday 1971	K-4	B	SC	K-4
<b>GREAT BIG AIR BOOK*</b> Richard Scarry, Random House Book 1971	K-3	B	SC	K-4
<b>GROWING WITH MUSIC*</b> Harry Wilson	K-3	A	MU	K-5
<b>HOW A HOUSE IS BUILT*</b> Lourence Benson, Criterion Books 1965	3-6	B-C	IA	A-B-C Areas
<b>HOW BOOKS ARE MADE*</b> David C. Cooke, Dodd, Mead & Co. 1963	4-6	B-C	IA, LA	K-5
<b>HOW HIGHWAYS ARE MADE*</b> David C. Cooke, Dodd, Mead & Co. 1958	4-up	B	LA, SS	K-5
<b>HOW TO DRAW PEOPLE AT WORK*</b> , Zadocenberg, Abeford Schuman 1970	2-6	B-C	SS, SC	K-5
<b>IDEAS ABOUT CHOOSING*</b> John E. Kehler, F. Watts, Inc. 1959	2-6	A-B-C	MA, SS	A-B-C Areas
<b>I KNOW A TELEPHONE OPERATOR*</b> Paul C. Dietrich; Van Nostrand-Reinhold Co.	3-6	B	SS	I. A. Evans; G. P. Putnam's Sons 1970
<b>I KNOW A WEATHERMAN*</b> Barbara Williams; G. P. Putnam's Sons 1970	K-3	B-C	SS	Eugene M. Baker, Childrens Press 1960
<b>I KNOW AN AIRLINE PILOT*</b> Nurse Stork, Putnam 1969	1-4	B-C	SS	I See; I See. Irene Darby, Benefic Press 1971
<b>I KNOW ONE ME*</b> Allen Brothers & Cora Holmgren	2-5	B-C	SS	Just One Me. Irene Darby, Benefic Press 1971
<b>I KNOW A MAYOR*</b> Barbara Williams, Putnam 1967				Fallen Publishing Co. 1970
<b>I KNOW AN ANIMAL DOCTOR*</b> Chika A. Inoue; G. P. Putnam's Sons 1969	K-3	C	SS	JOSEPH GORDON, American Hero. Joseph Gordon, American Hero. Page 1969
<b>LET'S FIND OUT ABOUT PEOPLE WORKING FOR YOU*</b> John E. Maher; F. Watts, Inc. 1969	4-up	B-C	SS	LEARNING ABOUT PEOPLE WORKING FOR YOU. John E. Maher; F. Watts, Inc. 1969
<b>LEARNING SCIENCE THROUGH COOKING*</b> Barbara Davis, Sterling Publishing Co. 1964	3-up	A-B-C	SS	LEARNING SCIENCE THROUGH COOKING. Barbara Davis, Sterling Publishing Co. 1964
<b>LET'S FIND OUT ABOUT MILK*</b> David C. Whitney F. Watts, Inc. 1967	4-up	B-C	HE, SC	LEARN TO SAIL. Theodore A. Jones, Rand McNally 1971
<b>LET'S FIND OUT ABOUT THE CITY*</b> Valele Pei F. Watts, Inc. 1968	4-6	B-C	LA, SC	LET'S FIND OUT ABOUT THE CITY. Valele Pei F. Watts, Inc. 1968
<b>LET'S FIND OUT ABOUT BREAD*</b> Olive Burn, F. Watts, Inc. 1966	K-4	B-C	SS	LET'S FIND OUT ABOUT BREAD. Olive Burn, F. Watts, Inc. 1966
<b>LET'S FIND OUT ABOUT MILK*</b> Eleanor Wissenthal, F. Watts, Inc. 1969	K-4	B-C	IA	LET'S FIND OUT ABOUT MILK. Eleanor Wissenthal, F. Watts, Inc. 1969
<b>LET'S GO TO THE AUTOMOBILE FACTORY*</b> Roger Butler G. P. Putnam's Sons 1961	K-4	B-C	SS	LET'S GO TO THE AUTOMOBILE FACTORY. Roger Butler G. P. Putnam's Sons 1961
<b>LET'S GO TO THE TRUCK TERRAIN*</b> Marion Fairbridge & Iris Gilmore, Putnam 1964	K-4	B-C	SS	LET'S GO TO THE TRUCK TERRAIN. Marion Fairbridge & Iris Gilmore, Putnam 1964
<b>LET'S FIND OUT ABOUT THE FARM MEN*</b> Martha & Charles Sharp, F. Watts, Inc. 1967	K-3	A-B-C	SS	LET'S FIND OUT ABOUT THE FARM MEN. Martha & Charles Sharp, F. Watts, Inc. 1967
<b>LET'S FIND OUT ABOUT NEIGHBOORS*</b> Valerie Pitt, F. Watts, Inc. 1970	K-3	B	SS	LET'S FIND OUT ABOUT NEIGHBOORS. Valerie Pitt, F. Watts, Inc. 1970
<b>LET'S FIND OUT ABOUT POLICE MEN*</b> Martha & Charles Sharp, F. Watts, Inc. 1967	K-4	B-C	SS	LET'S FIND OUT ABOUT POLICE MEN. Martha & Charles Sharp, F. Watts, Inc. 1967
<b>LET'S FIND OUT ABOUT SCHOOL*</b> Martha & Charles Sharp, F. Watts, Inc. 1961	K-3	A-B	LA, SS	LET'S FIND OUT ABOUT SCHOOL. Martha & Charles Sharp, F. Watts, Inc. 1961
<b>LET'S FIND OUT ABOUT TOOLS*</b> Eleanor & Ted Wissenthal, F. Watts, Inc. 1969	1-3	C	IA	LET'S FIND OUT ABOUT TOOLS. Eleanor & Ted Wissenthal, F. Watts, Inc. 1969
<b>LET'S GO TO BUILD A HIGHWAY*</b> Margo McWilliams, G. P. Putnam's Sons 1971	3-6	B-C	SS	LET'S GO TO BUILD A HIGHWAY. Margo McWilliams, G. P. Putnam's Sons 1971
<b>LIKE YOU LIKE YOU*</b> Gone Baby Benefit Press 1971	K-3	A-B	LA, SS	LIKE YOU LIKE YOU. Gone Baby Benefit Press 1971
<b>THE LITTLE FARM*</b> Lois Lenski, H. Wack, Van Nostrand Reinhold 1942	K-2	C	SS	THE LITTLE FARM. Lois Lenski, H. Wack, Van Nostrand Reinhold 1942
<b>THE LITTLE OWLS (series)*</b> Holt-Pineapple & Winston 1963	K-2	C	MA, IA	THE LITTLE OWLS (series). Holt-Pineapple & Winston 1963
<b>MACHINE TOOLS*</b> Herber S. Zim & J. R. Stelly, Morrow 1969	4-up	B-C	IA	MACHINE TOOLS. Herber S. Zim & J. R. Stelly, Morrow 1969
<b>MAKING YOUR OWN MOVIES*</b> Many Millions, William Morrow & Co. 1969	4-up	A-B-C, A, IA		MAKING YOUR OWN MOVIES. Many Millions, William Morrow & Co. 1969

## BOOKS

	Suggested grade level	curriculum goal	area
MAKING SENSE OF MONEY*	3-up	B	MA, SS
Vicki Cobb; Parents Magazine Press 1971			
THE MAKING OF A PILOT*	4-6	B	SS
Ed Richter, E. M. Hale Co. 1966			
MEAT FROM RANCH TO TABLE*	4-6	B	SS
Wolter Buehr; Wm. Morrow & Co. 1956	3-6	C	H, SS
MEN AT WORK—THE GREAT PLAINS STATES*	4-6	B	SS
Harry C. Robison, Jr.; G. P. Putnam's Sons 1968			
KEN AT WORK ON THE WEST COAST*	4-6	B-C	SS
Henry B. Leni; G. P. Putnam's Sons 1968	4-6	B-C	SS
MY DADDY LOST HIS JOB*	4-6	B-C	SS
Edith G. Stull; L. W. Singer Co / Random House 1967	1-4	B	LA, SS
NEW BOYS AND GIRLS COOK BOOK*	4-6	B-C	SS
Betty Crocker; Golden Press 1965	2-6	A-B-C	HE, SC
THE NEWSPAPER—IT'S PLACE IN A DEMOCRACY	4-6	B-C	SS
Duane Immergut; Van Nostrand 1965	5-up	B-C	LA
THE NEW WORLD OF ALUMINUM*	4-6	B-C	SC
Edward Tracy; Dodd, Mead & Co. 1967	4-up	B-C	SC
THE NEW WORLD OF FABRICS*	4-up	B-C	SC
Immergut, Ebene; Dodd, Mead & Co. 1964	4-up	B-C	HE, A
THE NIGHT WORKERS*	4-6	B-C	SC, SS
Alvin Schwartz; Dutton & Co. 1966	1-4	A-B-C	SS
OIL—TODAY'S BLACK MAGIC*	4-6	B-C	SS, SC
Walter Bush; Morrow 1957			
OUR SPACE AGE NAVY, CARRIERS, AIRCRAFT, SUBS AND MIS-SUES*	4-6	B-C	SC
C B. Colby; Coward-McCann 1962	4-6	B-C	SS
OUTPOST OF ADVENTURE: THE STORY OF THE FOREIGN SERV. ICE*	4-6	B-C	LA, SS
David Lorraine; Doubleday 1966	5-up	B-C	LA, SS
PARK RANGERS AND GAME WAR-DOENS THE WORLD OVER*	4-6	B-C	SS
Floyd James Torben; Hastings 1968			
THE PAPERMAKERS*	4-6	B-C	SC
Leonard Fisher; F. Watts, Inc 1965	4-up	B-C	A, LA

	PERFORMING TOYS*	Alice White; Toplinger Publishing Co. 1970	4-up	B-C	Crafts, SC
AND TRAINING OF OUR FI- NEST*	THE WORK, EQUIPMENT	THE POLICEMAN: AN INSIDE LOOK	3-5	B-C	SS
C. B. Colby; Coward-McCann 1954	AT HIS ROLE IN MODERN SOCIETY*	AT HIS ROLE IN MODERN SOCIETY*			
Wolter Arm., E. P. Dutton Co. 1969	WOLTER ARM.	WOLTER ARM.	4-6	B	SS
THE POTTERS*	THE STORY OF THE SECRET-SERV.	THE STORY OF THE SECRET-SERV.	5-up	B-C	SS
Leonard Fisher; F. Watts, Inc. 1969	THE STORY OF THE SECRET-SERV.	THE STORY OF THE SECRET-SERV.			
RAILROADS U.S.A.*	STICKERY FOR CHILDREN*	STICKERY FOR CHILDREN*	4-up	B-C	SS
C B. Colby; Coward-McCann 1970	Jacqueline Entwistle Van Nos- trand Reinhold 1968	Jacqueline Entwistle Van Nos- trand Reinhold 1968			
READ ABOUT THE POLICE*	TEAR DOWN TO BUILD UP: THE STORY OF BUILDING WRECK- ING*	TEAR DOWN TO BUILD UP: THE STORY OF BUILDING WRECK- ING*	4-up	B-C	SS
Louis Slobodkin; F. Watts, Inc. 1960	Jean Colby; Hastings House 1960	Jean Colby; Hastings House 1960	3-up	B-C	SS
THE ROBOTS ARE HERE*	TELEVISION WORKS LIKE THIS*	TELEVISION WORKS LIKE THIS*	4-up	B-C	SS
D S. Holacy; Norton Grosset & Dunlap 1965	Jeanne Bendick; McGraw-Hill 1965	Jeanne Bendick; McGraw-Hill 1965	4-up	B-C	SS
ROUND THINGS EVERYWHERE*	TELEVISION (A FIRST BOOK)*	TELEVISION (A FIRST BOOK)*	4-up	B-C	SS
Seymour Reit; McGraw-Hill 1969	Edward Stoddard; F. Watts, Inc. 1970	Edward Stoddard; F. Watts, Inc. 1970			
SECRET SERVICE: HISTORY, DU- CTIES AND EQUIPMENT*	TEN BIG FARMS*	TEN BIG FARMS*	4-up	B-C	SS
C B. Colby; Coward-McCann 1966	Danlov Ipcar; Alfred A. Knopf 1958	Danlov Ipcar; Alfred A. Knopf 1958			
ROUNDTHINGS EVERYWHERE*	THINGS TO MAKE FOR CHILDREN*	THINGS TO MAKE FOR CHILDREN*	4-up	B-C	SS
Edward B. Tracy; Dodd, Mead & Co. 1971	A Story Book; Lone Books 1970	A Story Book; Lone Books 1970	4-up	B-C	SS
SERVICEWOMEN AND WHAT THEY DO*	THIS IS AUTOMATION*	THIS IS AUTOMATION*	4-up	B-C	SS
Karl Schouen; F. Watts, Inc. 1964	S Carl Hirsch; Viking Press 1964	S Carl Hirsch; Viking Press 1964	4-up	B-C	SS
SEWING EASY: FOR THE YOUNG BEGGINER*	TOYS FOR FUN AND HOW TO MAKE THEM*	TOYS FOR FUN AND HOW TO MAKE THEM*	4-up	A-B-C	LA, SS
Peggy Hoffmann; Dutton Co. 1963	Wolter E. Schultz; Bruce Pub- lishing Co. 1966	Wolter E. Schultz; Bruce Pub- lishing Co. 1966	4-up	A-B-C	LA, SS
SHIPS THAT EXPLORE THE DEEP*	THE TRAIN BOOK*	THE TRAIN BOOK*	4-up	B-C	SS
Louis Wolfe; G. P. Putnam's Sons 1971	R. Miller; Golden Press 1970	R. Miller; Golden Press 1970			
THE SHOEMAKERS*	A TRIP THROUGH A SCHOOL*	A TRIP THROUGH A SCHOOL*	4-up	B-C	SS
Leonard E. Fisher; F. Watts, Inc. 1967	Jean A. Rowe; F. Watts, Inc. 1969	Jean A. Rowe; F. Watts, Inc. 1969			
THE SIGN BOOK*	TRUCK DRIVERS: WHAT THEY DO*	TRUCK DRIVERS: WHAT THEY DO*	4-up	B-C	SS
William Degan	Coria Greene; Harper-Row 1967	Coria Greene; Harper-Row 1967			
SING A SONG*	TYING COURSE FOR CHILDREN*	TYING COURSE FOR CHILDREN*	4-up	B-C	SS
R McNaughlin—L. Wood; Prentice-Hall, Inc. 1960	Edward M. Dreier Educational System 1969	Edward M. Dreier Educational System 1969			
SINGING FUN*	UP ABOVE AND DOWN BELOW*	UP ABOVE AND DOWN BELOW*	4-up	B-C	SS
Louise Wood & Louise Scott	Irene E. Webber; Wm. R. Scott, Inc.	Irene E. Webber; Wm. R. Scott, Inc.			
SKIN DIVERS IN ACTION*	A VISIT TO THE FIREHOUSE*	A VISIT TO THE FIREHOUSE*	4-up	B-C	SS
Ken Bergquist; W.W. Norton 1967	James L. Collier; W. W. Norton & Co. 1966	James L. Collier; W. W. Norton & Co. 1966			
THE SKYSCRAPER*	VISTA CHALLENGE TO POVERTY*	VISTA CHALLENGE TO POVERTY*	4-up	B-C	SS
Yen Liang	Susan Whitley; Coward-McCann, Inc. 1970	Susan Whitley; Coward-McCann, Inc. 1970			
SPACE ALPHABET*	THE WAY THINGS WORK: AN ILLU- STRATED ENCYCLOPEDIA OF TECHNOLOGY	THE WAY THINGS WORK: AN ILLU- STRATED ENCYCLOPEDIA OF TECHNOLOGY	5-up	B-C	SS
Hene Zock; Prentice-Hall	Simon & Schuster 1967	Simon & Schuster 1967			

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Books	Suggested grade level	Curruculum goal area
WHAT DADDIES DO* Eileen Rosenbaum, Hallmark Chil- dren's Press 1968	K-2	B-C LA, SS
WHAT DO PEOPLE DO ALL DAY? Richard Scarry, Random House 1968	K-3	B LA, SS
WHAT DOES A FOREST PANGER DO? Wayne Heide, Dodd-Mead 1964	K-6	B-C SS, SC
WHAT DOES AN AIRLINE CREW DO? E Roy Roy, Dodd-Mead & Co 1968	K-3	B-C SS, SC
WHAT DOES A VETERINARIAN DO? Grant Campion, Dodd-Mead & Co 1964	3-6	B-C SS, SC
WHAT DO THEY DO? POLICEMEN AND FIREMEN? Carlo Greene, Harper 1962	K-4	B-C SS
WHAT HAPPENS WHEN YOU GO TO THE HOSPITAL? Arthur Shov Reilly & Lee 1969	K-4	C SS, SC
WHAT HAPPENS AT A TELEVISION STATION? Arthur Shov Reilly & Lee 1969	1-4	C SS, LA
WHAT HAPPENS WHEN YOU PUT MONEY IN THE BANK? Arthur Shov Reilly & Lee 1967	1-5	A-B MA, SS
WHAT HAPPENS WHEN YOU TRAVEL BY PLANE? Arthur Shov Reilly & Lee 1968	3-6	B SC, SS
WHAT I LIKE TO DO. Canon Colvin & Wickens, Cow- ard-MacCann, Inc. 1971	2-5	A LA, SS
WHAT IS A COMMUNITY? Edward Roddiger, E.R. Grove Press 1965	K-5	B SS
WHAT MAKES A CLOCK TICK? Charles Johnson, Little Brown 1969	3-6	B-C MA SC, SS
WHAT'S INSIDE OF ENGINES? Herb S. Zim, Morrow 1953	3-6	B SC, MA
WHAT PEOPLE DO ALL DAY? Richard Scarry, Random House 1968	K-4	B-C SS
WHERE DOES A LETTER GO? Carla Greene, Harmony House 1966	K-3	A SS
WEST POINT CADETS, PAINTING AND EQUIPMENT? C. B. Colby, Coward-McCann 1963	3-6	C B-C SS, SC

FILMS (E)

<b>ABC of Hand Tools, Part I &amp; II</b>	25 min.	C	K-12
<b>About the Human Body</b>	11 min.	C	4-6
<b>Airplanes; How They Fly</b>	29 min.	C	5
<b>Amazon Family</b>	30 min.	C	4
<b>American Cowboys</b>	43 min.	B/W	4-6
<b>Am I Trustworthy?</b>	11 min.	B/W	4-6
<b>Are Farmers Important?</b>	10 min.	C	4-6
<b>Art Prints, The Way</b>			
<b>Beginning Responsibility [Series]</b>			
<b>Doing Things for Ourselves in School</b>	11 min.	B/W	1-3
<b>Learning to Follow Instructions</b>	11 min.	C	1-3
<b>Taking Care of Things at Home and School</b>	11 min.	B/W	1-3
<b>Beef Rings A Bell</b>	25 min.	C	4-6
<b>Behind The Scenes at the Supermarket</b>	11 min.	C	3
<b>Boats and Ships</b>	20 min.	C	4-6
<b>The Boeing Jet Fleet</b>	20 min.	B/W	2-4
<b>Bone for Spotty</b>	10 min.	B/W	4-6
<b>Bounty of the Forest</b>	10 min.	B/W	2-6
<b>Bridges</b>	10 min.	B/W	2-6
<b>Bu Ildg A House</b>	10 min.	B/W	2-6
<b>Busy Harbor</b>	10 min.	B/W	2-6
<b>Crainade Making</b>	11 min.	J	B/W
<b>Creep Awareness, The Alternative</b>	12 min.	C	3-9
<b>Cattle and the Corn Belt</b>	20 min.	B/W	4
<b>Contender A Ranchman's Story</b>	22 min.	C	4
<b>Circus Animals</b>	22 min.	C	6
<b>Circus Wakes Up</b>	11 min.	B/W	2-6
<b>Cities and Manufacturing</b>	9 min.	B/W	2-3
<b>City Highways</b>	9 min.	C	2-3
<b>Clouds or Shipbuilding</b>	12 min.	C	2-3
<b>Community on Westward</b>	30 min.	B/W	5-6
<b>A Community Keeps Healthy</b>	10 min.	B/W	5-6
<b>The Cotton Farmer</b>	10 min.	B/W	3
<b>Dams</b>	14 min.	C	4
<b>Eagle Has Landed</b>	28 min.	B/W	5-6
<b>English to Make</b>	11 min.	C	2-4
<b>Electric for Happy Living</b>	15 min.	B/W	3-6
<b>Farm &amp; Farm and Its Barnyard Babies</b>	15 min.	C	2-4
<b>Farmer Dan and His Barnyard Babies</b>	11 min.	C	3
<b>Fishing for A Living</b>	10 min.	B/W	4
<b>Fishermen of the Frontier</b>	10 min.	B/W	4
<b>Folk Songs of American History</b>	8 min.	B/W	5-6
<b>Food Clothing Shelter</b>	13 min.	C	1-6
<b>Forests</b>	15 min.	B/W	4-6
<b>Farms or Work</b>	13 min.	B/W	4-6
<b>Farm Life A Book</b>	13 min.	B/W	5-6
<b>The Girl Train</b>	11 min.	B/W	5-6
<b>Frontier Boy of the Early Midwest?</b>	14 min.	C	5
<b>Give Me The Second Station</b>	14 min.	C	5
<b>Good Sportsmen</b>	26 min.	C	5-6
<b>Hannibal and the Romans</b>	11 min.	B/W	4-6
<b>Handwriting Is Important</b>	13 min.	C	3-6
<b>Health You and Your Helpers</b>	11 min.	C	1-6
<b>Here Comes The Circus</b>	10 min.	B/W	5
<b>How To Make Tomato Plants</b>	12 min.	B/W	3-5
<b>How A Scientist Works</b>	15 min.	C	6
<b>How Weather Works</b>	10 min.	B/W	4-6
<b>Iron Ore Mining</b>	13 min.	B/W	4-6
<b>It's The Name Sardine</b>	18 min.	C	4
<b>Let's Build A House</b>	10 min.	B/W	5
<b>Let's Share With Others</b>	11 min.	B/W	4-6
<b>The Lighthouse</b>	11 min.	B/W	4-6
<b>The Lumbermen</b>	15 min.	K-3	4-6
<b>The Lumberyard</b>	15 min.	C	4-6

Machines That Move the Earth	15 min.	B/W	4-6
Mailman Making Hay	10 min.	B/W	K-3
Meat From Range to Market	11 min.	B/W	4
Mexican Old Market	18 min.	C	5
Mexico, Central and Gulf Region	18 min.	C	5
Mexico, Northern and Southern Region	17 min.	C	5
Mexico Land and the People	20 min.	C	3-5
New Look in Potatoes	30 min.	C	4-6
Oceanography Science of the Sea	11 min.	C	5-6
Ocean Voyage	13 min.	B/W	2-3
Pacific Neighbor States; Space Age Cities	19 min.	C	4-5
Policeman	11 min.	B/W	K-6
Profit Money and Banking	18 min.	C	3-5
Robert McCloskey	6 min.	C	3-6
Sale Use of Tools	10 min.	B/W	K-6
Spinning Wheel	27 min.	B/W	4-6
Steel and America	11 min.	C	4-6
Tugboats and Harbors	11 min.	C	K-3
Uncle Jim, Dairy Farm	14 min.	C	K-4
Van Gogh, Darkness Into Light	20 min.	B/W	6
Visit With Cowboys	11 min.	B/W	1-4
Washington State, Appiel and Washingtonians	25 min.	B/W	4-6
We Want Goods and Services	28 min.	B/W	4-6
What Do Farmers Do?	10 min.	C	1-3
You and Your Five Senses	11 min.	C	1-3
You the Living Machine	8 min.	C	3-6
Zoo Animals Part I	11 min.	C	K-3

### FILMSTRIPS (FS)

	C	K-3
Community Helpers [Series]		
The Baker		
The Farmer		
The Grocer		
The Postman		
Community Helpers [Series]		
Father on Guard	Sound	K-3
Help 'em—You and Your Helpers		
Police—Day and Night		
Postman, Rain or Shine		
Preservation for Today's America		
Postal Worker		
Police Officer		
Police Washington		
Health Adventures		
Health and Safety		
Learning About Conservation		
Our Forests		
Our Grasslands		
Our Minerals and Energy Sources		
Our Soil		
Our Water and Air		
Some Problems We Face		
Living and Working Together [Series]	C	K-2
A Busy Morning		
The Family at Home		
Living Together		
Family Helpers		

### FILMSTRIPS (FS)

Mosquitoes	15 min.	B/W	4-6
Easyway—Inexpensive Ways	10 min.	B/W	K-3
New Experiments With Melted Bottle	11 min.	B/W	4
Gloss, Richness Through Variety in	18 min.	C	5
Reserve and Cement	18 min.	C	5
Mother Works Too [Series]	20 min.	C	3-5
Bank	30 min.	C	4-6
Dental Assistant	11 min.	C	5-6
Drugstore	13 min.	B/W	2-3

Hone	19 min.	C	4-5
Office	11 min.	B/W	K-6
Violin	18 min.	C	3-6
Picture Stones for Reading Readiness	6 min.	C	3-6
Let's Go to the Zoo	10 min.	B/W	K-6
Plymouth Girl	20 min.	B/W	6
Robert Fulton	11 min.	B/W	4-6
The School Community [Series]	27 min.	B/W	4-6
The New Pupil	11 min.	C	4-6
Our School	14 min.	C	K-3
School Helpers	20 min.	B/W	K-4
Our Job in School	11 min.	B/W	1-4
Part of the Team	25 min.	B/W	4-6
School Courtesy	10 min.	C	1-3
Stanley Tools	11 min.	C	1-3
Thomas Edison	8 min.	C	3-6
Understanding Citizenship	8 min.	C	K-3

### PRINTS, CHARTS, POSTERS (PCP)

Bank Street Picture		
Community Helper Picture Packet		
The Four Food Groups—Dairy Council		
School and School Teachers		
Social Development Teaching Pictures		
What Do We Do Day by Day		

### KITS, MODELS, REALIA (KMR)

Action Garage		
Career Game		
Community Helper Crossword Puzzles		
Deluxe Farm Set		
DUSO (Developing Understanding of Self and Others)		
Electric Fry Pan		
Featherweight Portable Sewing Machine		
Game of States		
Harbor Tug Puzzle		
Industrial Arts Cart		
Jack Shows People and Their Jobs [Puzzle]		
People and Their Jobs [Puzzle]		
Plastic Bird Sets		
Playschool Neighborhood Village		
Project Table		
Roulette Oven		
Supermarket		
Toaster Oven		
Toy Model Truck		
Wood Toy Builder Set		
The World Around Us Set		

### TEACHER DEVELOPED MATERIAL

Arts and Crafts Production Unit

Charlie Brown Tools at Careers

Chef Hot Instructions

Christians Book Project

Color Discrimination Chart

Data Form for Listing Goods and Services

Grocery Store Poem

Kindergarten Career Rating Sheet

Milk Carton Village—Patterns

Named Pictures Showing Ways Fruits and Vegetables Are

Served

Pocket Chart of Jobs and Work

Puppets—Mode from Whitman Sticker Posters

Seed Chart

Sentence Strips—Little Red Hen

Silent Film Directions

Tools and Careers—Transparencies

Truck Project Unit		
Work Picture Concept Cards		

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